2022-2023
Walden University Catalog
March 2022
Academic Offices
Walden University
100 Washington Avenue South, Suite 1210
Minneapolis, MN 55401
1-800-925-3368

Walden University is accredited by The Higher Learning Commission,
https://hlcommission.org/.

Walden University practices a policy of nondiscrimination in admission to, access to, and employment in its programs and activities. Walden does not discriminate on the basis of race, color, sex, age, religion or creed, marital status, disability, national or ethnic origin, socioeconomic status, sexual orientation, or other legally protected status.

Walden is committed to providing barrier-free access to its educational services and makes appropriate and reasonable accommodations when necessary. Students requesting accommodations per the Americans with Disabilities Act (ADA) must contact the Office of Disability Services at disability@mail.waldenu.edu (1-800-925-3368, ext. 3121205; or visit the Disability Services website).

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A Message for Students

Dear Students,

We are so glad that you selected Walden as your learning partner and that you are part of our community. Our single focus is on helping you be successful—as a student, graduate, and contributing member of your profession and community. From our founding in 1970, Walden has been committed to providing the best education for working professionals like you.

As you look through this catalog, I hope you don’t think of it as only a list of courses, but as a resource for your educational journey. It is important for you to know that the program requirements in your Program of Study and published in the catalog at your time of admission are the ones you need to follow. Our student handbook contains our policies and procedures on academic progress, support services, student expectations and responsibilities, and other topics. Be sure to check out the "What’s New?" page for significant changes to our programs.

Throughout your journey toward graduation, please remember that you are never alone. The faculty and student support teams here at Walden have you at the center of everything they do. They are committed to your success. Reach out to them when you have questions or need guidance or advice on advancing your goals. We've seen what our alumni have accomplished, and we want the same for you.

We value your time with us and the trust you put in Walden to challenge your mind, unlock your potential, and make it possible for you to achieve your goals. We all look forward to your success.

Personally, I look forward to conferring your degree and seeing how you use it to improve your career and your community.

Sincerely,

Sue Subocz, PhD
Provost and Chief Academic Officer
Information in this version of the Walden University Catalog and Student Handbook is effective as of February 28, 2022.

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Walden University publications, including the Catalog and Student Handbook, represent current curricula, educational plans, offerings, requirements, tuition, and fees. These may be modified or discontinued from time to time in the university's sole discretion to carry out the university's purposes and objectives. Neither the provisions of this document, nor the acceptance of students through registration and enrollment in the university constitutes a contract or an offer of a contract.

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About the Catalog

The Walden University Catalog and Student Handbook are continuously updated online. The most recent version of the catalog is the default publication, but students can access the current handbook or other catalogs and university guidebooks by opening the drop-down menu in the upper-right corner of this page and making a selection. Older catalogs are available by selecting the "Archived Catalogs" link in the right navigation pane.

Students are subject to the policies and procedures described in the most current Walden University Student Handbook, regardless of the academic year in which they were admitted. Students are subject to the degree requirements in the catalog for the academic year in which they were admitted. The university reserves the right to change any provision, offering, requirement, or fee at any time within the student’s enrollment period.

Students are encouraged to provide feedback about the catalog and handbook or any suggestions for improvement by sending their comments to catalog@mail.waldenu.edu.

Students should contact their student success advisor with any questions about information in the catalog or handbook.

For noncatalog questions or assistance, see the Contact Us page for access to Chat, FAQ & Help Center, phone numbers, and addresses. Students may also request support via Chat in the "Help" section of their MyWalden portal.

The faculty and staff of Walden are here to help students succeed in their academic pursuits.

The Catalog

The Walden University Catalog is available electronically only on this website. Updates are made to the online version continuously. Students are encouraged to routinely check the site for new or supplemental information. Students should contact a member of the Student Success Advising Team or the program directors for clarification of specific academic program requirements.

Students who are admitted for, and enrolled during, the 2021–2022 academic year are subject to the degree requirements described in this Walden University Catalog. The university reserves the right to change any provision, offering, requirement, or fee at any time within the student’s enrollment period. Neither the provisions of this Walden University Catalog nor the acceptance of students to the university through the admission, enrollment, and registration processes constitutes a contract or an offer of a contract. The university further reserves the right to require a student to withdraw from the university for cause at any time.
The Student Handbook, Tempo Learning® Addendum, and University Guidebooks

The Walden University Student Handbook includes Walden’s current academic calendar for both quarter- and semester-based programs, university policies, procedures, and resources.

The Tempo Learning® Addendum to the Walden University Student Handbook contains information for students enrolled in or considering enrollment in Walden’s competency-based Tempo Learning® program. The student handbook contains general policies and procedures for all Walden students; the addendum includes any additional policies or those specific to students in the Tempo Learning® program.

The University Guidebooks are published resources posted on this site to help students through their programs, including how to prepare a dissertation or a doctoral study.

Access all publications using the drop-down menu in the upper-right corner of this page.

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Walden University website: https://www.waldenu.edu/

We understand that sometimes you would like to speak to a faculty or staff member face to face; however, Walden’s academic offices are primarily for staff, faculty, and leadership to coordinate the day-to-day operations of the university and are not designed to accommodate student visits.

If you would like to meet your faculty or a staff member in person, Walden does offer local events where you can meet university representatives who are available to answer your questions. Please visit our News and Events page for more details.
Should a more pressing concern arise, please follow prescribed procedures as detailed within this handbook or your online classroom. Our Student Success Advising Team is also available to assist you Monday through Friday, 7 a.m. to 7 p.m. Central time at 1-800-WALDENU (1-800-925-3368).
What's New?

Listed below are the new courses, programs, concentrations, specializations, and certificates included in this version of the 2022–2023 Walden University Catalog. Also listed are those courses, programs, concentrations, specializations, and certificates that have changed significantly and the date that those changes take effect. Unless otherwise noted, all information in this catalog is effective as of February 28, 2022.

Changes remain listed on "What's New?" from the date of the change until publication of the next catalog version. The Walden University Catalog is continuously updated online. The most recent version of the catalog is the default publication. See About the Catalog.

- Updated layout reflecting the new college structures
- Removed Illinois from State Authorization and International Approval Statements
- Updated PhD programs to reflect Residency 4 track options
- Added Post-Master’s Certificate in Pediatric Nurse Practitioner Primary Care
- Removed Alabama state disclaimer from educator preparation programs.

Courses

- HUMN 9100D - DHS Capstone – Updated title (previously Capstone: Leadership and Program Evaluation)
- NRNP 6830 - Management of Specialized Populations – Updated title (previously "Management of Specialized Pediatric Conditions")

Programs

- Doctor of Human Services (DHS) – Updated "Completion of the Doctoral Capstone" and last row of Course Sequence
- Healthcare Administration - PhD in Nursing – Updated BSN-PhD Entry Focus Area Courses and MSN-PhD Entry Focus Area Courses
- Interdisciplinary Health Focus - PhD in Nursing – Updated BSN-PhD Entry Focus Area Courses (Area 3) and MSN-PhD Entry Focus Area Courses (Area 3)
- Leadership - PhD in Nursing – Updated BSN-PhD Entry Focus Area Courses and MSN-PhD Entry Focus Area Courses
- Leadership and Program Evaluation in Human Services Organizations - Doctor of Human Services (DHS) – Updated description
- Master of Arts in Teaching (MAT) in Special Education (K–Age 21) – Updated description
Population Health - PhD in Nursing – Updated BSN-PhD Entry Focus Area Courses and MSN-PhD Entry Focus Area Courses
Prevention, Intervention, and Advocacy - Doctor of Human Services (DHS) –
Updated description
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Introduction

About Walden University

Walden University is an accredited institution that for 50 years has provided an engaging learning experience for working professionals. Our mission of producing scholar-practitioners has attracted a community of extraordinary students and faculty, all sharing a common desire to make a positive social impact—to make a difference.

Highlights of Walden's commitment include:

- **Diverse and comprehensive core curriculum:** Walden University provides students the intellectual foundation necessary to see the interrelationships among the central ideas and means of expression that are specific to the disciplines. This foundation supplies a context for knowledge and makes possible the cross-fertilization of ideas to enhance creativity, innovation, and problem-solving.

- **Student-centeredness:** Our faculty and staff are devoted to helping students balance their education with their personal and professional lives. Walden's library, tutoring, and other student services also provide essential resources.

- **Real-world application:** Degree programs are developed by scholar-practitioners who continually assess courses to make sure they are current and relevant.

- **Positive social change:** We believe that knowledge is most valuable when put to use for the greater good. Students, alumni, and faculty are committed to improving the human and social condition by creating and applying ideas to promote the development of individuals, communities, and organizations, as well as society as a whole.

- **Scholar-practitioner model:** Our goal is to help students become scholar-practitioners by challenging them to integrate scholarly research with their own expertise as skilled practitioners in their fields.

History

"I learned this, at least, by my experiment: that if one advances confidently in the direction of his dreams, and endeavors to live the life which he has imagined, he will meet with a success unexpected in common hours."
"Evidence for the failure of higher education is all around us," wrote Harold L. "Bud" Hodgkinson in a 1969 issue of the journal *Soundings*. "Many of our brightest students are telling us that higher education is insulating them from reality rather than assisting them to peel off its infinite layers." Though more a critique of the academy than a blueprint for a new institution, "Walden U: A Working Paper" helped inspire the university that bears the name made famous by Henry David Thoreau.

As Hodgkinson was writing about the need for change in higher education, two New York teachers, Bernie and Rita Turner, fresh from graduate work at the New School for Social Research, were becoming interested in effecting social change by developing a new kind of institution for higher education: one that focused on significant problems affecting society from the vantage point of the professional and one that permitted professionals the opportunity to continue working while earning a degree. Thus, Walden University was born.

Walden began by offering a Doctor of Education (EdD) degree focused on dissertation research for midcareer professionals who had postponed finishing their doctoral degrees. Conferring its first degree in 1971 and implementing a formal curriculum in 1977, Walden provided learner-centered programs to professionals in education, business, and government who pursued doctoral degrees in related disciplines, including health and human services. In 1982, Walden's academic office moved from Bonita Springs, Florida, to Minneapolis, Minnesota, in an effort to gain accreditation in a region that nurtures innovative education. The North Central Association of Colleges and Schools granted Walden University full regional accreditation status in 1990.

After more than 20 years with the university, satisfied that it was well-established, the Turners decided it was time to move on. Don Ackerman, a partner in a venture capital firm in Florida, became the university's owner and chair of the board in 1992. It was at this time that today's Walden began to emerge as an online university with curricula that emphasized a scholar-practitioner philosophy: applying theoretical and empirical knowledge to professional practice with the goal of improving organizations, educational institutions, and whole communities.

To further advance access to higher education, in 1995, Walden offered its first master's degree, the Master of Science in Educational Change and Technology Innovation. The web-based PhD in Psychology program was introduced in 1997, and after a rigorous 2-year self-study process, the North Central Association reaccredited the university for 7 years in 1998.

In February 2002, following the transfer of majority interest in Walden University from Ackerman to Sylvan Ventures, the university began changing from a graduate institution
to a comprehensive university, offering bachelor’s, master’s, and doctoral degrees. In 2004, Ackerman sold his remaining interest in Walden to Laureate Education, Inc. (formerly Sylvan Learning Systems, Inc.).

In January 2005, Walden University merged with National Technological University, an online engineering graduate school also owned by Laureate Education, Inc., providing the university reach into another major profession in need of access to high-quality education. With this change in ownership, the university made significant improvements in its infrastructure, its faculty, and its student services. Walden was reaccredited by the North Central Association for another 7 years in 2005. The university’s curriculum for the master’s program in nursing was accredited by the Commission on Collegiate Nursing Education (CCNE) in 2006.

Each year, the university continued to expand its offerings, with new programs added in education, psychology, healthcare, public administration, and management. In 2008, Walden named its College of Education in honor of Richard W. Riley (the former secretary of the U.S. Department of Education) and launched teacher preparation and special education endorsement programs.

To support its mission to increase access to higher education for working adults, in 2008 Walden launched full bachelor’s programs in such areas as business administration, child development, and psychology. Walden also created a third online peer-reviewed journal: the Journal of Social, Behavioral, and Health Sciences. Similar to Walden’s other two journals, the Journal of Social Change and the International Journal of Applied Management and Technology, this journal promotes research findings and encourages dialogue between scholars and practitioners.

In 2009, Walden’s MS in Mental Health Counseling received accreditation by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Walden also introduced additional technology to better address the needs of its students. Services include a fully digital library, a Career Services Center with practical online tools, Virtual Field Experience (VFE®), and MobileLearn®, which enables students to download course content for use on mobile devices.

In 2010, Walden celebrated its 40th anniversary. The CCNE granted accreditation to Walden’s Bachelor of Science in Nursing (BSN) Completion Program in its first year of eligibility and reaccredited the Master of Science in Nursing program for 10 more years. Also in that year, Walden awarded Nelson Mandela an honorary doctorate degree.

The PhD in Management, Master of Business Administration (MBA), and BS in Business Administration programs were accredited by the Accreditation Council for Business Schools and Programs (ACBSP) in 2011. That same year, President Bill Clinton addressed more than 4,700 graduates from 39 countries at Walden’s 46th Commencement Ceremony, saluting their commitment to higher education while urging them to turn good intentions into positive change.
In 2012, Cynthia G. Baum, PhD, was named the ninth president of Walden after serving as vice president of the College of Health Sciences and the College of Social and Behavioral Sciences and, more recently, as executive vice president of Walden. The Richard W. Riley College of Education and Leadership received accreditation by the National Council for Accreditation of Teacher Education (NCATE), which was considered a significant milestone in Walden’s more than 40-year history of educating educators. Continuing the commitment to high-quality education, the Doctor of Business Administration (DBA) program was accredited by ACBSP.

The year 2013 was significant for several reasons: The Higher Learning Commission (HLC) reaffirmed Walden University’s accreditation for 10 years, the maximum period of time granted. The next reaffirmation of accreditation is scheduled for 2022–2023. Walden also marked a milestone as it celebrated its 50th Commencement Ceremony on Saturday, August 17, 2013, at the Minneapolis Convention Center, with more than 600 graduates and 2,800 guests. The newest alumni were part of a graduating class of nearly 6,000 students representing 50 U.S. states and 65 countries who had completed their bachelor’s, master’s, doctoral, or education specialist degree programs at Walden during the prior 6 months. Also, Walden University’s dedicated day of service to others—a tradition of carrying out its mission of positive social change—became Global Days of Service, a week-long international event.

Additionally, the Doctor of Nursing Practice (DNP) program, in its first year of eligibility, received professional accreditation from the CCNE, and the BS in Information Technology program was accredited by the Computing Accreditation Commission (CAC) of ABET.

In July 2014, Walden celebrated its 52nd Commencement with its largest graduating class in attendance. Dr. Condoleezza Rice, former secretary of state, addressed more than 1,100 graduates and 5,500 guests, faculty, administration, and staff. Rice received an honorary Doctor of Humane Letters, honoris causa degree, from Walden. The newest alumni included the first graduates from the Executive Master of Business Administration (EMBA) program and were part of a graduating class of nearly 5,500 students representing all 50 U.S. states and more than 70 countries.

The PhD in Counselor Education and Supervision and MS in Marriage, Couple, and Family Counseling programs were accredited by CACREP. These programs joined the university’s already accredited MS in Clinical Mental Health Counseling program, making Walden one of the few institutions that offers these CACREP-accredited counseling programs online.

The year 2015 marked Walden’s 45th anniversary. Jonathan Kaplan became Walden’s president, and the university continued its trend of forward-thinking education by introducing Tempo Learning®, a self-paced, competency-based education experience. Walden’s first program to utilize this format was the MS in Early Childhood Studies.
In 2016, Walden University’s School of Social Work and Human Services was officially renamed the Barbara Solomon School of Social Work and Human Services to honor Dr. Barbara Solomon for her contributions as a social work professional and scholar throughout her 50-year career. Dr. Solomon’s research and work have focused on improving social and mental healthcare services for underrepresented populations. As a board member, she has been an integral advisor for Walden’s social work and human services programs.

Walden University achieved another milestone when our Master of Social Work (MSW) program earned accreditation from the Council on Social Work Education (CSWE)—making Walden the first fully online institution to offer a CSWE-accredited MSW program. Graduating from a CSWE-accredited program is required for licensure in most states and helps our MSW graduates advance in their field.

For Walden’s undergraduate students, 2016 was also a pivotal year. The College of Undergraduate Studies became the Center for General Education (CGE). This shift allows students to focus more intensely on their particular discipline while enabling our educators and administrators to develop exemplary general education courses.

Walden continued its history of innovation in 2017 by launching a Consulting Capstone project option in its Doctor of Business Administration (DBA), PsyD in Behavioral Health Leadership, and Doctor of Education (EdD) programs, providing students with an alternative to the traditional doctoral study that allows them to gain real-life experience by consulting with nonprofit organizations and small businesses. Walden’s MS in Addiction Counseling and MS in School Counseling programs received accreditation from CACREP. Walden also established the Walden University Center for Social Change, a connective hub promoting, facilitating, and supporting a wide range of social change initiatives from research to direct action. Walden celebrated commencement with former Maryland Senator Barbara Mikulski and former NAACP president and CEO Benjamin Jealous as speakers.

In 2018, the university achieved renewal of its Certified B Corporation status. Walden also expanded its Tempo Learning® programs to include a Bachelor of Science in Nursing (RN-BSN) completion program and a BS in Early Childhood Studies non-licensure program.

In 2019, Dr. Ward Ulmer was named the university’s 11th president. He is a graduate of Walden’s PhD program and had been a leader at the university for 7 years. Walden also hired its first vice president of diversity, equity, and inclusion. Walden earned accreditation from the Council for the Accreditation of Educator Preparation (CAEP). The university’s Master of Public Health program earned accreditation from the Council on Education for Public Health (CEPH), and the Bachelor of Social Work program was accredited by CSWE.
In 2020, Walden celebrated its 50th anniversary and continued to empower learners and to promote positive social change—50 Years of Empowering the Greater Good. As part of the anniversary celebration, Walden hosted the Talks for Good series of social change mission-inspired panel discussions focused on educational issues and solutions and involving thought leaders, community members, and Walden faculty, students, and alumni. Walden also partnered with alumni around the United States for special service projects in local communities. Adjusting to the COVID-19 pandemic with an abundance of caution and precaution, Walden pivoted from in-person commencement ceremonies to host a virtual graduation celebration in Summer 2020 as well as altering all residencies to virtual experiences. Also in 2020, Walden’s College of Management and Technology (CMT) and School of Management earned a Silver Achievement Award from ACBSP. Walden is the first recipient of this award, which is given to institutions for demonstrating performance excellence and serving as a role model for excellence in higher education.

In 2021, Walden’s Master of Science in Nursing (MSN) program received a 10-year accreditation extension through December 31, 2030, from the CCNE. With greater emphasis on undergraduate education, the Center for General Education became the School of Interdisciplinary Undergraduate Studies. In August 2021, ownership of Walden transitioned from Laureate Education to Adtalem Global Education. Walden and Adtalem share a mission of providing access to quality higher education with a focus on service to communities and the underserved. Both are dedicated to education for students of diverse backgrounds and experiences, and together will provide the nation with diverse graduates who have the talent and skills to answer workforce needs and a passion for advancing positive social change.

In 2022, Walden restructured its academic organization to create significant social change by aligning to address healthcare inequities using an accepted framework – the social determinants of health (SDoH). The "Healthy People 2030 (SDoH)" framework developed by the U.S. Health and Human Services gives Walden a powerful way to view how it prepares adult learners to think holistically about how they make a difference. This new organization consists of two distinct but related divisions: Healthcare Access and Quality and Social Supports for Healthy Communities. College names were also updated to better align with the new divisions and some programs were moved to new colleges. Within the division of Healthcare Access and Quality lives the College of Nursing, College of Social and Behavioral Health, and the newly established College of Allied Health. The division of Social Supports for Healthy Communities supports the Richard W. Riley College of Education and Human Sciences, College of Management and Human Potential, College of Psychology and Community Services, College of Health Sciences and Public Policy, and the School of Interdisciplinary Undergraduate Studies.
### Healthcare Access and Quality  
**College of Nursing**  
**College of Social and Behavioral Health**  
*School of Counseling*  
*Soloman School of Social Work*  
**College of Allied Health (New in 2022)**

### Social Supports for Healthy Communities  
**Richard W. Riley College of Education and Human Sciences**  
**College of Management and Human Potential**  
**College of Psychology and Community Services**  
**College of Health Sciences and Public Policy**  
**School of Interdisciplinary Undergraduate Studies**

Walden’s academic offices are located in Minneapolis, Minnesota. The administrative offices are headquartered in Columbia, Maryland.

## Vision, Mission, and Goals

### Vision
Walden University envisions a distinctively different 21st-century learning community where knowledge is judged worthy to the degree that it can be applied by its graduates to the immediate solutions of critical societal challenges, thereby advancing the greater global good.

### Mission
Walden University provides a diverse community of career professionals with the opportunity to transform themselves as scholar-practitioners so that they can effect positive social change.

### Goals
- To provide multicontextual educational opportunities for career learners.
- To provide innovative, learner-centered educational programs that recognize and incorporate the knowledge, skills, and abilities students bring into their academic programs.
- To provide its programs through diverse process-learning approaches, all resulting in outcomes of quality and integrity.
To provide an inquiry/action model of education that fosters research, discovery, and critical thinking and that results in professional excellence.

To produce graduates who are scholarly, reflective practitioners and agents of positive social change.

Social Change

Walden University defines positive social change as a deliberate process of creating and applying ideas, strategies, and actions to promote the worth, dignity, and development of individuals, communities, organizations, institutions, cultures, and societies. Positive social change results in the improvement of human and social conditions.

This definition of positive social change provides an intellectually comprehensive and socially constructive foundation for the programs, research, professional activities, and products created by the Walden academic community.

In addition, Walden supports positive social change through the development of principled, knowledgeable, and ethical scholar-practitioners, who are and will become civic and professional role models by advancing the betterment of society.

University Outcomes

Walden University strives to produce graduates with the knowledge, skills, and abilities to:

1. Facilitate positive social change where they work, in their communities, and in society.
2. Use their knowledge to positively impact their profession, communities, and society.
3. Demonstrate a commitment to lifelong learning.
4. Apply their learning to specific problems and challenges in their workplace and professional settings.
5. Demonstrate information literacy.*
6. Demonstrate an understanding of the methods of inquiry used in their professional or academic field.
7. Practice legal and ethical integrity in their professional work.
8. Effectively communicate their ideas and the rationale behind them to others.
9. Support diversity and multiculturalism within their profession, communities, and society.

*Information literacy is defined as the ability to know when there is a need for information, and being able to identify, locate, evaluate, and effectively use that information for the issue or problem at hand.
University Values

Quality | Integrity | Student-Centeredness

Values

Three values—quality, integrity, and student-centeredness—are the core of the university and the touchstones for action at all levels of the organization. They demand high standards of excellence, uncompromising openness and honesty, and primary attention to the progress of our students. These values and principles give Walden University its unique identity and underpin the Walden University mission.

Quality

Walden University believes that quality and integrity are the cornerstones of all academic processes.

Walden University believes in innovation and flexibility in the conception and delivery of its educational programs, and that there are many different academic routes to achieve quality and integrity.

Integrity

Walden University believes that education and social change are fundamental to the provision and maintenance of democratic ideals and principles, especially that of the common good.

Walden University believes that its learners effect positive social change when they behave as reflective or scholarly practitioners.

Walden University believes that the inquiry/action model fosters critical thinking and underpins research and discovery for reflective practitioners (bachelor’s and master's students) and scholar-practitioners (doctoral students). This model provides the framework for teaching, learning, and assessment.

Student-Centeredness

Walden University believes that all adult learners should have innovative educational access, especially those who are without opportunity in other venues.

Walden University believes that academic programs must be learner-centered, incorporating learners' prior knowledge and allowing them to focus their academic work on their needs and interests.

Accreditation

Walden University is accredited by the Higher Learning Commission (HLC).
The Richard W. Riley College of Education and Human Services at Walden University is accredited by the Council for the Accreditation of Educator Preparation (CAEP) for a period of 7 years, from April 2019 through June 2026. This accreditation covers initial teacher preparation programs and advanced educator preparation programs. CAEP is the only recognized national accreditor for educator preparation, promoting excellence in educator preparation through quality assurance and continuous improvement.

CAEP accreditation is based on a review of The Richard W. Riley College of Education and Human Service’s initial teacher preparation programs—the BS in Elementary Education and the Master of Arts in Teaching with a specialization in Special Education—and advanced educator preparation programs—the EdS in Educational Leadership and Administration (Principal Preparation programs) and the MS in Education with a specialization in Educational Leadership and Administration. Three of these programs were reviewed by Specialized Professional Associations (SPAs), which defines content-area standards for programs, and achieved national recognition: Master of Arts in Teaching with a specialization in Special Education received SPA approval from Council for the Exceptional Children (CEC); EdS in Educational Leadership and Administration and MS in Education with a specialization in Educational Leadership and Administration both received SPA approval from Education Leadership Constituent Council (ELCC).

Walden’s MS in Clinical Mental Health Counseling, MS in Marriage, Couple, and Family Counseling, MS in School Counseling, and the PhD in Counselor Education and Supervision program are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). CACREP accreditation attests to the quality and relevancy of Walden’s program—a program that helps provide students with the skills and credibility to maximize their impact on the profession. In addition, earning a degree that is CACREP-accredited may help to streamline the licensing application process and provides students with an advantage when applying to doctoral programs.

Walden’s BS in Information Technology program is accredited by the Computing Accreditation Commission of ABET, https://www.abet.org/. ABET is the internationally recognized accreditor for college and university programs in applied science, computing, engineering, and engineering technology. This accreditation reaffirms the quality of Walden’s technology and applied science programs and support services, as well as its commitment to continuous assessment and improvement.

Walden University’s BS in Business Administration, Master of Business Administration (MBA), MS in Finance, Doctor of Business Administration (DBA), and PhD in Management programs are accredited by the Accreditation Council for Business Schools and Programs (ACBSP). Walden’s BS in Accounting and MS in Accounting programs are also accredited by ACBSP and have earned the organization’s Separate Accounting Accreditation. ACBSP is a leading specialized accreditation association that identifies and supports excellence in business education.
Walden’s MS in Project Management is accredited by the Global Accreditation Center (GAC) of the Project Management Institute (PMI)®. The GAC is the world’s leading specialized accrediting body for project management and related degree programs.

*The GAC Accredited Program seal is a mark of Project Management Institute, Inc.

The Baccalaureate Degree Program in Nursing (BSN), Master’s Degree Program in Nursing (MSN), Post-graduate APRN certificate program, and Doctor of Nursing Practice (DNP) program at Walden University are accredited by the Commission on Collegiate Nursing Education (https://www.aacnnursing.org/CCNE). Officially recognized by the U.S. Secretary of Education as a national accreditation agency, the Commission on Collegiate Nursing Education (CCNE) is an autonomous accrediting agency, contributing to the improvement of the public’s health. CCNE ensures the quality and integrity of baccalaureate, graduate, and residency programs in nursing.

Walden University’s Bachelor of Social Work (BSW) and Master of Social Work (MSW) programs are accredited by the Council on Social Work Education (CSWE), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA). CSWE’s Commission on Accreditation is responsible for developing accreditation standards that define competent preparation for professional social workers and ensuring that social work programs meet these standards.

The Council on Education for Public Health (CEPH) Board of Councilors acted at its September 6, 2019, meeting to accredit the Master of Public Health (MPH) Program at Walden University for a five-year term, based on an application for accreditation submitted on February 3, 2018. On June 5, 2020, the CEPH Board of Councilors accredited the Doctor of Public Health (DrPH) at Walden University, after reviewing an accreditation application submitted on April 21, 2020. CEPH is an independent agency recognized by the U.S. Department of Education to accredit schools of public health and programs of public health. CEPH accreditation provides assurance that the program has been evaluated and met accepted public health profession standards in practice, research, and service. For a copy of the final self-study document and/or final accreditation report, please contact the dean of the School of Health Sciences (adchshealth@mail.waldenu.edu).
State Authorization and International Approval Statements

Alaska

Walden University’s programs are exempt from authorization under AS 14.48 as Walden’s programs are offered online only and Walden University does not have a physical presence in the state.

The Bahamas

Walden University has been granted Institutional Recognition status by The National Accreditation & Equivalency Council of The Bahamas (NAECOB). The Institutional Recognition status does not suggest that Walden University now has accreditation with NAECOB.

Institutional Recognition status indicates that the institution currently holds full accreditation status from international or regional accreditation bodies recognized by The Bahamas. NAECOB’s Institutional Recognition permits the institution to recruit for and offer educational programmes in The Bahamas.

Please direct all inquiries regarding the status of Walden University Institutional Recognition to a representative of NAECOB. Their contact information is outlined below:

The National Accreditation and Equivalency Council of The Bahamas (NAECOB)
RND PLAZA WEST
JOHN F. KENNEDY DRIVE
P.O. BOX N-3913
NASSAU, THE BAHAMAS
TELEPHONE: 328-8872/3
Email: info@naecob.org

California

Note to California Residents

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss.
Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the Fund STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, (916) 431-6959 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

- The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
- You were enrolled at an institution or location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
- You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
- The institution has been ordered to pay a refund by the Bureau but has failed to do so.
- The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
- You have been awarded restitution, or a refund, or other monetary award by and arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from the STRF.

A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from the STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

**Florida**

Prospective students from Florida may obtain additional information regarding Walden University by contacting the Commission on Independent Education, Florida Department of Education, 325 West Gaines Street, Suite 1414, Tallahassee, FL 32399-0400; 1-888-224-6684. Credits and degrees earned from this college do not automatically qualify the holder to participate in professional licensing examinations to practice certain professions in Florida. Persons interested in practicing a regulated profession in Florida should contact the appropriate state regulatory agency in the field of their interest.

**Georgia**

Walden University is authorized by The Georgia Nonpublic Postsecondary Education Commission, 2082 East Exchange Place, Tucker, GA 30084, 770-414-3300. Students may submit a complaint online at https://gnpec.georgia.gov/student-resources/student-complaints.

**Indiana**

The institution is approved by the Indiana Board for Proprietary Education at 402 West Washington Street, Room W462, Indianapolis, Indiana 46204; 1-317-232-1324 or 1-317-232-6716.
Iowa

Walden University is a registered institution with the Iowa College Student Aid Commission. Students may contact the commission with questions or complaints at the following address: Iowa College Student Aid Commission, 475 SW 5th St., Suite D., Des Moines, IA 50309-4608. Students may also call (877) 272-4456, or submit a complaint online at https://www.iowacollegeaid.gov/sdr.

Kansas

Walden University is authorized to operate in Kansas with a Certificate of Approval from the Kansas Board of Regents, 1000 SW Jackson St., Suite 520, Topeka, KS 66612, 785-430-4240.

Kentucky

Not all of the online programs offered by Walden University have been approved in Kentucky. Please check the Council on Postsecondary Education’s website at https://dataportal.cpe.ky.gov/KYAcademicProgInventory.aspx to view its listing of approved programs. For more information, please contact the Council on Postsecondary Education, 1024 Capital Center Drive, Suite 320, Frankfort, Kentucky 40601.

Please be advised that Walden’s educator preparation programs are NOT accredited in Kentucky by the Education Professional Standards Board and are NOT recognized for initial, additional, or renewal of certification or salary enhancement (rank change) for K–12 educators in Kentucky. For more information, please visit the Education Professional Standards Board's website at http://www.epsb.ky.gov/.

Maryland

Walden University is a registered institution in the State of Maryland. Any complaints can be directed to the Maryland Attorney General, Consumer Protection Division, 200 St. Paul St., Baltimore, MD 21202, 410-528-8662 or 888-743-0823 (toll free).

Minnesota

Walden University is registered with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

Minnesota Office of Higher Education
1450 Energy Park Drive, Suite 350
St. Paul, MN 55108-5227
Oregon

Walden University is authorized by the State of Oregon to offer and confer the academic degrees described herein, following a determination that state academic standards will be satisfied under OAR 583-030. Inquiries concerning the standards or school compliance may be directed to the Office of Degree Authorization, 1500 Valley River Drive, Suite 100, Eugene, OR 97401.

Pennsylvania

Note to all Pennsylvania residents: Walden University's teacher preparation programs are approved by the Minnesota Professional Educator Licensing and Standards Board as leading to a Minnesota licensure. Walden is not enrolling Pennsylvania residents into the Master of Arts in Teaching (MAT) program in Special Education, but Pennsylvania residents are eligible to enroll into Walden's Bachelor of Science in Elementary Education program. The BS in Elementary Education program has not been reviewed by the Pennsylvania Department of Education, so candidates are instructed to apply for Pennsylvania certification as out-of-state graduates of a teacher preparation program.

South Carolina

Licensed by the South Carolina Commission on Higher Education, 1333 Main Street, Suite 200, Columbia, SC 29201; 1-803-737-2260. Licensure indicates only that minimum standards have been met; and it is not equal to or synonymous with accreditation by an accrediting agency recognized by the U.S. Department of Education.

Texas

While Walden University is not regulated in Texas per Chapter 132 of the Texas Education Code, Walden University is registered with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions. To report concerns and/or complaints students may contact the Minnesota Office of Higher Education at 651-642-0567.

Note to Texas Residents

The Texas Higher Education Coordinating Board (THECB) requires all institutions to have a published grievance procedure that describes the process for filing a complaint.
Walden University’s student complaint procedures can be found at in the Student Handbook on the Student Appeals and Grievances.

Students who have exhausted the institution's grievance procedures may file a complaint with THECB by completing the forms found at the following link: http://www.thecb.state.tx.us/links/student-complaints/. Or, students can contact the THECB Office of General Counsel, PO Box 12788, Austin, TX 78711, (512) 427-6101.

The rules governing student complaints in Texas can be found in Title 19 of the Texas Administrative Code, Sections 1.110-1.120: http://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=5&ti=19&pt=1&ch=1&sch=E&rl=Y.

**Washington, DC**

Walden University has been granted a license by the District of Columbia Higher Education Licensure Commission, 1050 First Street, NE, 5th Floor, Washington, DC 20002, (202) 481-3951.

**Washington State**

Walden University is authorized by the Washington Student Achievement Council and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes Walden University to advertise, recruit for, and offer field placement components of specific degree programs. The Council may be contacted for a list of currently authorized programs. Authorization by the Council does not carry with it an endorsement by the Council of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the Council at P.O. Box 43430, Olympia, WA 98504-3430 or by email at degreeauthorization@wsac.wa.gov.

The transferability of credits earned at Walden University is at the discretion of the receiving college, university, or other educational institution. Students considering transferring to any institution should not assume that credits earned in any program of study at Walden University will be accepted by the receiving institution. Similarly, the ability of a degree, certificate, diploma, or other academic credential earned at Walden University to satisfy an admission requirement of another institution is at the discretion of the receiving institution. Accreditation does not guarantee credentials or credits earned at Walden University will be accepted by or transferred to another institution. To minimize the risk of having to repeat coursework, students should contact the receiving institution in advance for evaluation and determination of transferability of credits and/or acceptability of degrees, diplomas, or certificates earned.
The Washington Student Achievement Council (WSAC) has authority to investigate student complaints against specific schools. WSAC may not be able to investigate every student complaint. Visit https://www.wsac.wa.gov/student-complaints for information regarding the WSAC complaint process.
Legal Information

Privacy Policy

(Last Updated: August 2021)

Walden University, LLC ("Walden") respects and understands the importance of privacy and security for our online customers and prospective students. We want you to be familiar with how we collect, use and disclose information. This Privacy Policy describes our practices in connection with information that we collect through websites operated by us or on our behalf (the "Websites"), through the software applications made available by us (unless subject to a privacy policy specific to the app) (the "Apps"), through our social media pages (our "Social Media Pages"), through HTML-formatted email messages that we send to you that link to this Privacy Policy, as well as offline interactions you may have with us (collectively, including the Websites, the Apps, our Social Media Pages, and offline activity, the "Services").

Personal Information

"Personal Information" is information that identifies you as an individual or relates to an identifiable individual, which may include:

- Name
- Postal address
- Email address
- Online identifier, such as an Internet Protocol address
- Telephone number
- Educational records
- Work history or other employment information
- Emergency contact details
- Demographic data, including, where relevant, racial and ethnic origin, health and disability information
- Commercial information, such as purchase history
- National and student ID numbers, such as a social security, driver's license, passport, or tax ID
- Membership in professional or industry associations
- Credit and debit card number
- Bank account details
- Profile picture
- Social media account ID
- Inferences drawn from your Personal Information, such as consumer preferences
Collection of Personal Information

We and our service providers collect Personal Information in a variety of ways, including:

Through the Services

We collect Personal Information through the Services, for example, when you visit one of our sites, apply for admission, or maintain an ongoing relationship with Walden as a student.

From you during your course of study or period of enrollment with us.

Offline

We collect Personal Information from you offline, such as when you complete an application for admission, fill out a form at an education or career fair, apply for a student ID card, participate in a promotion, or contact us by phone.

From Other Sources

We receive your Personal Information from other sources, for example:
- our affiliates, partners, and service providers;
- private and publicly available databases;
- application references and/or recommendation writers; and
- other educational institutions.

If you connect your social media account to your Services account, you will share certain Personal Information from your social media account with us, for example, your name, email address, photo, list of social media contacts, and any other information that may be or you make accessible to us when you connect your social media account to your Services account.

We need to collect Personal Information in order to provide the requested Services to you and in order to consider and maintain an academic or business relationship with you. If you do not provide the information requested, we may not be able to provide the Services, consider you for admission, or maintain your status as an enrolled student. If you disclose any Personal Information relating to other people to us or to our service providers in connection with the Services, you represent that you have the authority to do so and to permit us to use the information in accordance with this Privacy Policy.

Use of Personal Information

We and our affiliates, partners, and service providers use Personal Information for legitimate business purposes including:

Providing the functionality of the Services and fulfilling your requests.

To provide the Services’ functionality to you, such as arranging access to your registered account and providing you with related assistance.
To respond to your inquiries and fulfill your requests, when you contact us via one of our online contact forms or otherwise, for example, when you send us questions, suggestions, or complaints.
To complete your transactions and provide you with related assistance.
To send administrative information to you, such as changes to our terms, conditions and policies.
To allow you to send messages to another person if you choose to do so.
We will engage in these activities to manage our contractual relationship with you and/or to comply with a legal obligation.

Providing you with our newsletter and/or other marketing materials and facilitating social sharing
To send you marketing related emails, with information about our services and other news about us.
To facilitate social sharing functionality that you choose to use.
We will engage in this activity with your consent or where we have a legitimate interest.

Analysis of Personal Information for business reporting and providing personalized services.
To analyze or predict our users' preferences in order to prepare aggregated trend reports on how our digital content is used, so we can improve our Services.
To better understand you, so that we can personalize our interactions with you and provide you with information and/or offers tailored to your interests.
To better understand your preferences so that we can deliver content via our Services that we believe will be relevant and interesting to you.
We will provide personalized services either with your consent or because we have a legitimate interest.

Allowing you to participate in sweepstakes, contests, or other promotions.
We may offer you the opportunity to participate in a sweepstakes, contest, or other promotion.
Some of these promotions have additional rules containing information about how we will use and disclose your Personal Information.
We use this information to manage our contractual relationship with you.

Aggregating and/or anonymizing Personal Information.
We may aggregate and/or anonymize Personal Information so that it will no longer be considered Personal Information. We do so to generate other data for our use, which we may use and disclose for any purpose.
Accomplishing our business purposes.
For data analysis, for example, to improve the efficiency of our Services;
For audits, to verify that our internal processes function as intended and are compliant with legal, regulatory or contractual requirements;
For fraud and security monitoring purposes, for example, to detect and prevent cyberattacks or attempts to commit identity theft;
For developing new services;
For enhancing, improving, or modifying our current services;
For identifying usage trends, for example, understanding which parts of our Services are of most interest to users;
For determining the effectiveness of our promotional campaigns, so that we can adapt our campaigns to the needs and interests of our users; and
For operating and expanding our business activities, for example, understanding which parts of our Services are of most interest to our users so we can focus our energies on meeting our users' interests.

We engage in these activities to manage our contractual relationship with you, to comply with a legal obligation, and/or because we have a legitimate interest.

Walden University does not sell Personal Information collected through the Services to third parties.

Disclosure of Personal Information

We disclose Personal Information:

To our affiliates for the purposes described in this Privacy Policy.
To our third party service providers, to facilitate services they provide to us.
These can include providers of services such as website hosting, data analysis, payment processing, order fulfillment, information technology and related infrastructure provision, customer service, email delivery, auditing, and other services.
To third parties, to permit them to send you marketing communications, consistent with your choices.
To third-party sponsors of sweepstakes, contests, and similar promotions.
By using the Services, you may elect to disclose Personal Information
On message boards, classroom discussion forums, chat, profile pages, blogs and other services to which you are able to post information and content (including, without limitation, our Social Media Pages). Please note that any information you post or disclose through these services will become public and may be available to other users and the general public.
Through your social sharing activity. When you connect your Services account with your social media account, you will share information with your friends associated with your social media account, with other users,
and with your social media account provider. By doing so, you authorize us to facilitate this sharing of information, and you understand that the use of shared information will be governed by the social media provider's privacy policy.

Other Uses and Disclosures

We also use and disclose your Personal Information as necessary or appropriate, especially when we have a legal obligation or legitimate interest to do so:

To comply with applicable law.
This can include laws outside your country of residence.

To respond to requests from public and government authorities.
These can include authorities outside your country of residence.

To cooperate with law enforcement.
For example, when we respond to law enforcement requests and orders.

For other legal reasons.
To enforce our terms and conditions; and
To protect our rights, privacy, safety or property, and/or that of our affiliates, you or others.

In connection with a sale or business transaction.
We have a legitimate interest in disclosing or transferring your Personal Information to a third party in the event of any reorganization, merger, sale, joint venture, assignment, transfer or other disposition of all or any portion of our business, assets or stock (including in connection with any bankruptcy or similar proceedings). Such third parties may include, for example, an acquiring entity and its advisors.

Other Information

"Other Information" is any information that does not reveal or cannot be reasonably be used to reveal your specific identity or does not directly relate to an identifiable individual, and may include:

- Browser and device information
- App and/or Website usage data
- Information collected through cookies, pixel tags, and other technologies
- Demographic information and other information provided by you that does not reveal your specific identity, such as your gender or date of birth
- Information that has been aggregated in a manner such that it no longer reveals your specific identity
- Information that has been deidentified or pseudonymized in a manner such that it no longer reveals your specific identity
If we are required to treat Other Information as Personal Information under applicable law, then we may use and disclose it for the purposes for which we use and disclose Personal Information as detailed in this Policy.

Collection of Other Information

We and our service providers collect Other Information in a variety of ways, including:

Through your browser or device

Certain information is collected by most browsers or automatically through your device, such as your Media Access Control (MAC) address, computer type (Windows or Mac), screen resolution, operating system name and version, device manufacturer and model, language, Internet browser type and version and the name and version of the Services (such as the App) you are using. We use this information to ensure that the Services function properly.

Through your use of the Apps

When you download or use the Apps, we and our service providers may track and collect App usage data, such as the date and time the App on your device accesses our servers and what information and files have been downloaded to the App based on your device number.

Using cookies

Cookies are pieces of information stored directly on the computer that you are using. Cookies allow us to collect information such as browser type, time spent on the Services, pages visited, language preferences, and other traffic data. We and our service providers use the information for security purposes, to facilitate navigation, to display information more effectively, and to personalize your experience. We also gather statistical information about use of the Services in order to continually improve their design and functionality, understand how they are used and assist us with resolving questions regarding them. Cookies further allow us to select which of our advertisements or offers are most likely to appeal to you and display them while you are on the Services. We may also use cookies or other technologies in online advertising to track responses to our ads. We do not currently respond to browser do-not-track signals. If you do not want information collected through the use of cookies, most browsers allow you to automatically decline cookies or be given the choice of declining or accepting a particular cookie (or cookies) from a particular website. You may also wish to refer to http://www.allaboutcookies.org/manage-cookies/index.html. If, however, you do not accept cookies, you may experience some inconvenience in
your use of the Services. You also may not receive advertising or other offers from us that are relevant to your interests and needs.

Using pixel tags and other similar technologies

Pixel tags (also known as web beacons and clear GIFs) may be used to, among other things, track the actions of users of the Services (including email recipients), measure the success of our marketing campaigns, and compile statistics about usage of the Services and response rates.

Analytics. This website uses Google® Analytics Premium, a web analytics service provided by Google Ireland Limited ("Google"). Google Analytics Premium uses "cookies", which are text files placed on your computer, to help the website analyze how users use the site. The information generated by the cookies about your use of the website and your current IP-address will be transmitted by your browser to and will be stored by Google on servers in the United States and other countries. On behalf of the operator of this website Google will use this information for the purpose of evaluating your use of the website, compiling reports on website activity and providing other services relating to website activity and internet usage to the website operator. The IP address collected through Google Analytics will not be associated with any other data held by Google. You may refuse the use of cookies by selecting the appropriate settings on your browser, however please note that if you do this you may not be able to use the full functionality of this website. You may also stop the transmission of information generated by the cookies about your use of the website and of your IP address to Google, by downloading and installing the Google Analytics Opt-out Browser Add-on.

Display Advertising. Walden University and its affiliates utilize Display Advertising for remarketing purposes. This involves collecting demographic data (age, gender, and interests) in Google Analytics for site optimization, remarketing, and understanding user behaviors. If you wish to opt out of this, please use the following tool. Walden University and its affiliates use remarketing in conjunction with Google Analytics. Third-party vendors, such as Google, may show relevant advertisements on sites across the Internet. Walden University, its affiliates, and third-party vendors utilize Google Analytics’ first-party cookies and Doubleclick’s third-party cookies together to inform, optimize, and serve ads based on a user’s past visits to this website. In addition, these cookies are used to report ad impressions, other uses of ad services, and interactions with the website.
Using Adobe Flash technology (including Flash Local Shared Objects ("Flash LSOs")) and other similar technologies

We may use Flash LSOs and other technologies to, among other things, collect and store information about your use of the Services. If you do not want Flash LSOs stored on your computer, you can adjust the settings of your Flash player to block Flash LSO storage using the tools contained in the Website Storage Settings Panel. You can also go to the Global Storage Settings Panel and follow the instructions (which may explain, for example, how to delete existing Flash LSOs (referred to as "information"), how to prevent Flash LSOs from being placed on your computer without your being asked, and how to block Flash LSOs that are not being delivered by the operator of the page you are on at the time). Please note that setting the Flash Player to restrict or limit acceptance of Flash LSOs may reduce or impede the functionality of some Flash applications.

IP Address

Your IP address is automatically assigned to your computer by your Internet Service Provider. An IP address may be identified and logged automatically in our server log files whenever a user accesses the Services, along with the time of the visit and the page(s) that were visited. Collecting IP addresses is standard practice and is done automatically by many websites, applications and other services. We use IP addresses for purposes such as calculating usage levels, diagnosing server problems and administering the Services. We may also derive your approximate location from your IP address.

Physical Location

We may collect the physical location of your device by, for example, using satellite, cell phone tower or WiFi signals. We may use your device's physical location to provide you with personalized location-based services and content. We may also share your device's physical location, combined with information about what advertisements you viewed and other information we collect, with our marketing partners to enable them to provide you with more personalized content and to study the effectiveness of advertising campaigns. In some instances, you may be permitted to allow or deny such uses and/or sharing of your device's location, but if you do, we and/or our marketing partners may not be able to provide you with the applicable personalized services and content.
Uses and Disclosures of Other Information

We may use and disclose Other Information for any purpose, except where we are required to do otherwise under applicable law. In some instances, we may combine Other Information with Personal Information. If we do, we will treat the combined information as Personal Information as long as it is combined.

Security

We seek to use reasonable organizational, technical and administrative measures to protect Personal Information within our organization. Unfortunately, no data transmission or storage system can be guaranteed to be 100% secure. If you have reason to believe that your interaction with us is no longer secure, please immediately notify us in accordance with the "Contacting Us" section below.

Choices and Access

Your choices regarding our use and disclosure of your Personal Information

We give you choices regarding our use and disclosure of your Personal Information for marketing purposes. You may opt-out from:

Receiving email marketing from us: If you no longer want to receive marketing-related emails from us on a going-forward basis, you may opt-out by following the instructions contained in each such email or by contacting us at privacy@mail.waldenu.edu.

Receiving other types of marketing communications from us: If you no longer want to receive marketing-related communications from us on a going-forward basis, you may opt-out by contacting us at privacy@mail.waldenu.edu.

Our sharing of your Personal Information with affiliates for their direct marketing purposes: If you would prefer that we discontinue sharing your Personal Information on a going-forward basis with our affiliates for their direct marketing purposes, you may opt-out of this sharing by contacting us at privacy@mail.waldenu.edu.

Our sharing of your Personal Information with unaffiliated third parties for their direct marketing purposes: If you would prefer that we discontinue sharing your Personal Information on a going-forward basis with unaffiliated third parties for their direct marketing purposes, you may opt-out of this sharing by contacting us at privacy@mail.waldenu.edu.

We will try to comply with your request(s) as soon as reasonably practicable. Please note that if you opt-out of receiving marketing-related communications from us, we may still send you important administrative messages, from which you cannot opt-out.
How you can access, change, or delete your Personal Information

If you would like to request to review, correct, update, suppress, restrict or delete Personal Information that you have previously provided to us, or if you would like to request to receive an electronic copy of your Personal Information for purposes of transmitting it to another organization (to the extent this right to data portability is provided to you by applicable law), or if you would like to request information about how your Personal Information has been collected or disclosed, you may contact us using the "Contact Us" information below. We will respond to your request consistent with applicable law.

In your request, please make clear what Personal Information you would like to have changed, whether you would like to have your Personal Information suppressed from our database or otherwise let us know what limitations you would like to put on our use of your Personal Information. For your protection, we will only implement requests with respect to the Personal Information associated with the particular email address that you use to send us your request, and we may need to verify your identity by requesting additional documentation before implementing your request. We will try to comply with your request as soon as reasonably practicable.

Please note that we need to retain certain information for recordkeeping purposes and/or to complete any transactions that you began prior to requesting a change or deletion (e.g., when you make a payment, you may not be able to change or delete the Personal Information provided until after the completion of such transaction).

If you are a resident of California, under 18 and a registered user of the Services, you may ask us to remove content or information that you have posted to the Services by writing to us at the Contact Us address below. Please note that your request does not ensure complete or comprehensive removal of the content or information, as, for example, some of your content may have been reposted by another user.

**Retention Period**

We retain Personal Information for as long as needed or permitted in light of the purpose(s) for which it was obtained and consistent with applicable law.

The criteria used to determine our retention periods include:

- The length of time we have an ongoing relationship with you and provide the Services to you (for example, for as long as you are a student of ours);
- Whether there is a legal obligation to which we are subject (for example, certain laws require us to keep records of your transactions for a certain period of time before we can delete them); or
- Whether retention is advisable in light of our legal position (such as in regard to applicable statutes of limitations, litigation or regulatory investigations).
Third Party Services

This Privacy Policy does not address, and we are not responsible for, the privacy, information or other practices of any third parties, including any third party operating any website or service to which the Services link. The inclusion of a link on the Services does not imply endorsement of the linked site or service by us or by our affiliates.

In addition, we are not responsible for the information collection, use, disclosure or security policies or practices of other organizations, such as Facebook, Apple, Google, Microsoft, RIM, or any other app developer, app provider, social media platform provider, operating system provider, wireless service provider or device manufacturer, including with respect to any Personal Information you disclose to other organizations through or in connection with the Apps or our Social Media Pages.

Third Party Advertising

We use third-party advertising companies to serve advertisements regarding goods and services that may be of interest to you when you access and use the Services and other websites or online services.

You may receive advertisements based on information relating to your access to and use of the Services and other websites or online services on any of your devices, as well as on information received from third parties. These companies place or recognize a unique cookie on your browser (including through the use of pixel tags). They also use these technologies, along with information they collect about your online use, to recognize you across the devices you use, such as a mobile phone and a laptop. If you would like more information about this practice, and to learn how to opt out of it in desktop and mobile browsers on the particular device on which you are accessing this Privacy Policy, please visit:

- From Canada: https://youradchoices.ca/
- From Europe: http://www.edaa.eu/
- From the U.S.: http://optout.aboutads.info/## and http://optout.networkadvertising.org/##.

If you are in the U.S., you may download the AppChoices app at www.aboutads.info/appchoices to opt out in mobile apps.

Use of Services by Minors

The Services are not directed to individuals under the age of sixteen (16), and we do not knowingly collect Personal Information from individuals under sixteen (16).
Jurisdiction and Cross-Border Transfer

Your Personal Information may be stored and processed in any country where we have facilities or in which we engage service providers, and by using the Services you understand that your information will be transferred to countries outside of your country of residence, including the United States, which may have data protection rules that are different from those of your country. In certain circumstances, courts, law enforcement agencies, regulatory agencies or security authorities in those other countries may be entitled to access your Personal Information.

If you are located in the European Economic Area ("EEA"): Some of the non-EEA countries are recognized by the European Commission as providing an adequate level of data protection according to EEA standards (the full list of these countries is available here). For transfers from the EEA to countries not considered adequate by the European Commission, we have put in place adequate measures, such as standard contractual clauses adopted by the European Commission to protect your Personal Information. You may obtain a copy of these measures by following this link.

Third Party Payment Service

We will use a third-party payment service to process payments made through the Services. If you wish to make a payment through the Services, your Personal Information will be collected by such third party and not by us, and will be subject to the third party's privacy policy, rather than this Privacy Policy. We have no control over, and are not responsible for, this third party's collection, use and disclosure of your Personal Information.

Updates to This Privacy Policy

The "Last Updated" legend at the top of this Privacy Policy indicates when this Privacy Policy was last revised. Any changes will become effective when we post the revised Privacy Policy on the Services. Your use of the Services following these changes means that you accept the revised Privacy Policy.

Contacting Walden

Walden University, LLC, having business offices at 7065 Samuel Morse Drive, Columbia, Maryland 21046, U.S.A., is the company responsible for collection, use and disclosure of your Personal Information under this Privacy Policy.

If you have any questions about this Privacy Policy, please contact us at privacy@mail.waldenu.edu, at the postal address above, or by phone at our toll-free telephone number, 1-855-518-5696. Because email communications are not always secure, please do not send sensitive information in your emails to us.
Additional Information for Individuals in the EEA

If you are located in the EEA, you also may lodge a complaint with a data protection authority for your country or region or where an alleged infringement of applicable data protection law occurs.

Additional Information for Individuals in California

Under the California Consumer Privacy Act ("CCPA"), California residents have the right to not receive discriminatory treatment for the exercise of the privacy rights conferred by the CCPA. California residents also have the right to designate an authorized agent to make a request under the CCPA on the resident’s behalf.

Trademarks, Copyright, and Disclaimers

Trademarks

Walden University and Education for Good are registered trademarks of Walden University, LLC. Elements of the Walden University website are protected by trade dress and other laws. The website and its contents may not be copied or imitated in any way without the express written consent of Walden University, LLC.

Copyright Statement

© 2021 Walden University, LLC. All rights reserved. The contents of the Walden University website pages, including, but not limited to, text, graphics, and icons, are copyrighted materials owned or controlled by Walden University and contain Walden University’s name, trademarks, service marks, and trade names. Students may download one copy of these materials on any single computer and print a copy of the materials for their use in learning about, evaluating, or acquiring Walden University services or products. No other permission is granted to students to print, copy, reproduce, distribute, transmit, upload, download, store, display in public, alter, or modify these materials.

Link Policy and Disclaimer

Walden University is not responsible for the content of any third-party-linked site that is not owned by Walden University, or of any other links contained in such third-party sites. Walden University provides links for students’ convenience only, and the inclusion of any link to a site not owned by Walden is not an endorsement by Walden of the site or its contents. Walden University assumes no responsibility for any other party’s site hyperlinked to the Walden University website or in which any part of the Walden University website has been hyperlinked.
No permission is granted here for students to use Walden University’s icons, site address, or other means to hyperlink other Internet sites with any page in the Walden University website. Students must obtain prior written permission to hyperlink in any manner to the Walden University website.

**Warranty and Other Disclaimers**

The materials and information found on the Walden University website are provided "as is," without warranty of any kind, either express or implied, including without limitation any warranty for information, services, or products provided through or in connection with the Walden University website. Without limiting the foregoing, all implied warranties of merchantability, fitness for a particular purpose, expectation of privacy, or non-infringement are expressly excluded and disclaimed. Some jurisdictions do not allow the exclusion of implied warranties, so the above exclusion may not apply to all students. This disclaimer of liability applies to any damages or injury caused by any failure of performance, error, omission, interruption, deletion, defect, delay in operation or transmission, computer virus, communication line failure, theft or destruction, or unauthorized access to, alteration of, or use of record, whether for breach of contract, tortious behavior, negligence, or under any other cause of action. Students specifically acknowledge that Walden University is not liable for any defamatory, offensive, infringing, or illegal materials or conduct, or that of third parties contained on the Walden University website, and Walden University reserves the right to remove such materials from the Walden University website without liability.

**Statement of Ownership**

Walden University is a member of Adtalem Global Education Inc. (NYSE: ATGE; member S&P MidCap 400 Index), a leading workforce solutions provider headquartered in the United States. Adtalem's purpose is to empower students to achieve their goals, find success and make inspiring contributions to our global community. Adtalem Global Education Inc. is the parent organization of American University of the Caribbean School of Medicine, Association of Certified Anti-Money Laundering Specialists, Becker Professional Education, Chamberlain University, EduPristine, OnCourse Learning, Ross University School of Medicine, Ross University School of Veterinary Medicine, and Walden University. For more information, please visit adtalem.com.

Adtalem Global Education – Home Office
500 W. Monroe Street, Suite 28
Chicago, IL 60661
Telephone Number: 312.651.1400
www.adtalem.com
College of Allied Health

Master’s Degree Programs

MS in Clinical Psychology

This program is no longer accepting new students. Current students must complete their programs of study in accordance with Walden’s Time-to-Degree Completion policies.

The MS in Clinical Psychology program provides a broad background in clinical psychology with the opportunity to complete an optional counseling specialization. It prepares students to work ethically and effectively at the master’s level with diverse individuals in a variety of settings. In addition, this program offers students an opportunity to complete a graduate degree that is more practitioner-focused and less research-focused and includes a broader survey of the topics in clinical psychology compared to many other degree programs.

Learning Outcomes

At the end of the program, students will be able to:

- Describe the foundations of psychology.
- Synthesize psychological theory and research to apply in real-world situations in clinical settings.
- Interpret psychological theory and research.
- Describe psychological theory, research, and practice from a multicultural and/or global perspective.
- Apply psychological theory, research, and practice to scholarly and/or professional activities that promote positive social change.
- Use a framework of evidence-based practice to develop constructive working relationships with clients, supervisors, instructors, and colleagues.
- Demonstrate an appropriate and professional demeanor with clients, supervisors, instructors, and colleagues.

Specializations

- General Program
- Counseling
- Counseling (California Track)
Degree Requirements

56–62 total quarter credits for General Program (97–105 cr. with optional specialization)
Foundation course (3 cr.)
Core courses (45 cr. for General and Counseling; 68 cr. for CA Track)
Foundation Research Sequence course (5 cr. for General and Counseling)
Counseling (non-CA track) specialization curriculum (35 cr., including 10 cr. electives)
Counseling (CA track) specialization curriculum (25 cr.)
Practicum (6–9 cr.)

Curriculum

Foundation Course (3 cr.)

CPSY 6001 - Foundations for Graduate Study in Psychology

Core Courses (45 cr.)

CPSY 6221 - Psychopathology From a Clinical Perspective
CPSY 6215 - Lifespan Development
CPSY 6705 - Ethics and Standards of Professional Practice
CPSY 6342 - Interventions I
CPSY 6341 - Psychological Assessment
CPSY 6343 - Interventions II
CPSY 6701 - Culture and Psychology
CPSY 6250 - Group Process and Dynamics
CPSY 6245 - Social Psychology

Foundation Research Courses (5 cr.)

Courses composing the core research sequence are conducted online and require weekly readings, participation in discussions, and assignment completion. Course instructors guide discussions and evaluate discussion and application assignments. RSCH 6110 must be completed during the second term and is linked to Milestone 2 of the academic residencies. RSCH 6210 and RSCH 6310 must be completed prior to registering for the dissertation.

RSCH 6110Y - Research Theory, Design, and Methods

Practicum Sequence (6–9 cr.)

CPSY 6700 - Master's Practicum I
### Course Sequence

Students undertake courses in the following sequence.

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>CPSY 6001 - Foundations for Graduate Study in Psychology</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>CPSY 6221 - Psychopathology From a Clinical Perspective</td>
<td>5 cr.</td>
</tr>
<tr>
<td>2</td>
<td>CPSY 6215 - Lifespan Development</td>
<td>5 cr.</td>
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<td></td>
<td>CPSY 6705 - Ethics and Standards of Professional Practice</td>
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<td>3</td>
<td>CPSY 6342 - Interventions I</td>
<td>5 cr.</td>
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<td></td>
<td>RSCH 6110Y - Research Theory, Design, and Methods</td>
<td>5 cr.</td>
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<td>4</td>
<td>CPSY 6341 - Psychological Assessment</td>
<td>5 cr.</td>
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<td></td>
<td>CPSY 6343 - Interventions II</td>
<td>5 cr.</td>
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<tr>
<td>5</td>
<td>CPSY 6701 - Culture and Psychology</td>
<td>5 cr.</td>
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<td></td>
<td>CPSY 6250 - Group Process and Dynamics</td>
<td>5 cr.</td>
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<tr>
<td>6</td>
<td>CPSY 6245 - Social Psychology</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>CPSY 6700 - Master's Practicum I</td>
<td>3 cr.</td>
</tr>
<tr>
<td>7</td>
<td>CPSY 6810 - Master's Internship I</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>CPSY 6910 - Master's Internship II</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

### Note on Licensure

The MS in Clinical Psychology degree is not designed to prepare students to become a licensed psychology professional.

The MS in Clinical Psychology Counseling Specialization program is not approved by the Kansas Board of Regents and does not lead to master’s-level psychology license eligibility in the state of Kansas.
Doctoral Degree Programs

**PhD in Clinical Psychology**

Walden's PhD in Clinical Psychology program can prepare students to practice, teach, or research to positively impact the mental health of diverse clientele.

In this blended doctoral program, featuring online and in-person participation, students can gain the skills to assess mental wellness and provide interventions as a practitioner, educator, researcher, or consultant. Taught by respected psychology faculty, coursework explores current theories and empirically supported practice. Students can combine scholarly research with practical experience to build the skills and knowledge to work with people who are struggling with mental illness or general life issues.

Learning Outcomes

At the end of this program, graduates will be able to:

- Explain the contributions of the biological, affective, social, and cognitive areas of psychology as they impact human adaptive and maladaptive functioning.
- Articulate the history of clinical psychology, how the specialty of clinical psychology is unique, and how to develop a clinical psychology identity.
- Synthesize principles of basic and advanced research methods to produce independent scholarly research.
- Demonstrate proficiency in evaluating the effectiveness of empirically supported treatments using an evidence-based practice approach.
- Synthesize theory and contemporary research to establish a theoretically and empirically anchored personal orientation to the practice of clinical psychology.
- Demonstrate proficiency in utilizing empirically supported models of clinical psychotherapy, consultation, and supervision with diverse populations.
- Demonstrate proficiency in utilizing cognitive and personality-assessment skills with diverse populations.
- Develop constructive working relationships with clients, supervisors, instructors, and colleagues while also demonstrating an appropriate and professional demeanor.
- Engage in personal self-assessment to examine feelings, beliefs, attitudes, and opinions regarding their own perspective and worldview as well as those of others.
- Describe salient experiences and perspectives of diverse populations including but not limited to race, culture, socioeconomics, age, gender, sexual orientation, and disability.
Utilize critical thinking and apply relevant ethical codes (e.g., APA, ACA) to decision making with diverse populations in a variety of settings.
Demonstrate the ability to use multicultural clinical intervention and assessment skills in varied training and professional settings.
Demonstrate an awareness of how social/political issues, policies, and events impact the field of clinical psychology.
Engage in professional activities related to clinical psychology that promote positive social change.

Specializations

Changing specializations may increase a student's expected time-to-degree completion and cost.

- General (see below)
- Forensic Psychology
- Health
- Industrial and Organizational Psychology
- Teaching

Minimum Degree Requirements

- Doctoral Writing Assessment
- Professional Development Plan and Program of Study
- Foundation course (5 cr.)
- Core courses (45 cr.)
- Research courses (20 cr.)
- Specialization courses (15 cr.)
- Clinical practicum (6 cr.)
- Internship (12 cr.)
- Blended Academic Year in Residence (40 cr.)
- Completion of the Doctoral Dissertation
  - Dissertation writing courses (5 cr. per term for a minimum of 4 terms; taken continuously until completion)
  - Completion of a beginning-of-quarter, mid-quarter, and end-of-quarter plan for each term
- Four PhD residencies

Curriculum

Foundation Course (5 cr.)
CPSY 8002 - Foundations of Graduate Studies in Clinical Psychology

Core Courses (45 cr.)

CPSY 8207 - History and Systems of Psychology
CPSY 8215 - Lifespan Development
CPSY 8226 - Biopsychology
CPSY 8238 - Cognitive and Affective Bases of Behavior
CPSY 8245 - Interpersonal Psychotherapy
CPSY 8247 - Social Psychology
CPSY 8316 - Tests and Measurement
CPSY 8700 - Psychology and Social Change
CPSY 8781 - Psychopathology From a Clinical Perspective

Research Courses (20 cr.)

RSCH 8110 - Research Theory, Design, and Methods
RSCH 8210 - Quantitative Reasoning and Analysis
RSCH 8260 - Advanced Quantitative Reasoning and Analysis
RSCH 8310 - Qualitative Reasoning and Analysis

Specialization Courses (15 cr.)

These courses are dependent upon the particular specialization.

For the General program, select three courses from any of the PhD in Clinical Psychology specialization courses as electives. For all other specializations, please see the course list on each specialization page.

Clinical Practicum (6 cr.)

CPSY 8290 - Psychology Practicum I
CPSY 8291 - Psychology Practicum II

Internship (12 cr.)

CPSY 8292 - Psychology Internship I
CPSY 8293 - Psychology Internship II
CPSY 8294 - Psychology Internship III
CPSY 8295 - Psychology Internship IV

Blended Academic Year in Residence (40 cr.)

The courses associated with the Blended Academic Year in Residence (BAYR) must be completed consecutively within a 12-month calendar year. Students that stop the course sequence and do not complete in a consecutive calendar year will need to resume the BAYR course sequence again from the beginning.
PSYR 8117 - Writing a Quality Prospectus in Psychology
PSYR 8232 - Consultation and Supervision in Psychology
PSYR 8240 - Cognitive Behavioral Therapy
PSYR 8340 - Cognitive Assessment
PSYR 8346 - Clinical Psychopharmacology
PSYR 8350 - Personality Assessment
PSYR 8421 - Multicultural Psychology
PSYR 8704 - Ethics and Standards of Psychological Practice

Residency Requirements

Residency 1 – Complete Residency 1 as soon as you begin your program; should be completed in Term 1 or Term 2.
Residency 2 – Complete Residency 2 at the beginning of your second year, around the time of second research course (RSCH 8310).
Residency 3 – Complete Residency 3 once you have a prospectus in Walden’s review system.
Residency 4 – Complete residency 4 after your prospectus is approved as follows: Residency 4 General (RESI 8404) OR Residency 4 Proposal Writing (RESI 8404Q) OR Residency 4 Methods & Data Collection: Qualitative (RESI 8404R) OR Residency 4 Methods & Data Collection: Quantitative (RESI 8404S) OR Residency 4 Publishing & Presenting (RESI 8404T) OR an approved professional conference (RESI 8900 for select programs only. Contact Advising for information.) OR a dissertation intensive (DRWI 8500) during your 9000 course. Contact Student Success Advising to register. You must attend all sessions and advising throughout the entire intensive retreat in order to successfully complete the experience to satisfy residency 4 requirements. NOTE: Intensive Retreats are NOT included in Fast Track tuition.

Completion of the Doctoral Dissertation

CPSY 9000L - Dissertation
Students take this course for a minimum of four quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval.

To complete a doctoral study, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

Course Sequence
Students undertake courses in the following sequence.

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>CPSY 8002 - Foundations of Graduate Studies in Clinical Psychology</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>CPSY 8781 - Psychopathology From a Clinical Perspective</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>Complete Residency 1 as soon as you begin your program; should be completed in Term 1 or Term 2.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>CPSY 8245 - Interpersonal Psychotherapy</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>RSCH 8110 - Research Theory, Design, and Methods</td>
<td>5 cr.</td>
</tr>
<tr>
<td>3</td>
<td>CPSY 8247 - Social Psychology</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>RSCH 8210 - Quantitative Reasoning and Analysis</td>
<td>5 cr.</td>
</tr>
<tr>
<td>4</td>
<td>CPSY 8316 - Tests and Measurement</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>CPSY 8215 - Lifespan Development</td>
<td>5 cr.</td>
</tr>
<tr>
<td>5</td>
<td>CPSY 8226 - Biopsychology</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>Complete Residency 2 at the beginning of your second year, around the time of second research course (RSCH 8310).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>RSCH 8310 - Qualitative Reasoning and Analysis</td>
<td>5 cr.</td>
</tr>
<tr>
<td>6</td>
<td>PSYR 8704 - Ethics and Standards of Psychological Practice*</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>PSYR 8340 - Cognitive Assessment*</td>
<td>5 cr.</td>
</tr>
<tr>
<td>7</td>
<td>PSYR 8350 - Personality Assessment*</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>PSYR 8421 - Multicultural Psychology*</td>
<td>5 cr.</td>
</tr>
<tr>
<td>8</td>
<td>PSYR 8232 - Consultation and Supervision in Psychology*</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>PSYR 8240 - Cognitive Behavioral Therapy*</td>
<td>5 cr.</td>
</tr>
<tr>
<td>9</td>
<td>PSYR 8117 - Writing a Quality Prospectus in Psychology*</td>
<td>5 cr.</td>
</tr>
<tr>
<td>Quarter</td>
<td>Course</td>
<td>Credits</td>
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<tr>
<td></td>
<td>Complete Residency 3 once you have a prospectus in Walden's review system.</td>
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<tr>
<td></td>
<td>PSYR 8346 - Clinical Psychopharmacology*</td>
<td>5 cr.</td>
</tr>
<tr>
<td>10</td>
<td>CPSY 8700 - Psychology and Social Change</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>RSCH 8260 - Advanced Quantitative Reasoning and Analysis</td>
<td>5 cr.</td>
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<tr>
<td>11</td>
<td>Elective</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>CPSY 8238 - Cognitive and Affective Bases of Behavior</td>
<td>5 cr.</td>
</tr>
<tr>
<td>12</td>
<td>CPSY 8207 - History and Systems of Psychology</td>
<td>5 cr.</td>
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<tr>
<td></td>
<td>Elective</td>
<td>5 cr.</td>
</tr>
<tr>
<td>13</td>
<td>CPSY 8290 - Psychology Practicum I</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td>5 cr.</td>
</tr>
<tr>
<td>14+</td>
<td>CPSY 8291 - Psychology Practicum II</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>CPSY 9000L - Dissertation**</td>
<td>5 cr. per term; taken continuously until completion**</td>
</tr>
</tbody>
</table>

Residency 4 —Complete residency 4 after your prospectus is approved as follows:
- Residency 4 General (RESI 8404) OR
- Residency 4 Proposal Writing (RESI 8404Q) OR
- Residency 4 Methods & Data Collection: Qualitative (RESI 8404R) OR
- Residency 4 Methods & Data Collection: Quantitative (RESI 8404S) OR
- Residency 4 Publishing & Presenting (RESI 8404T) OR

**Residency 4 General (RESI 8404)**
- Clinical Research Methodology (RESI 8404A)
- Research Ethics and Data Management (RESI 8404B)
- Writing Primary Research Proposal (RESI 8404C)
- Qualitative Research (RESI 8404D)
- Quantitative Research (RESI 8404E)
- Publishing & Presenting (RESI 8404F)

**Residency 4 Proposal Writing (RESI 8404Q)**
- Research Ethics and Data Management (RESI 8404B)
- Writing Primary Research Proposal (RESI 8404C)
- Qualitative Research (RESI 8404D)
- Quantitative Research (RESI 8404E)
- Publishing & Presenting (RESI 8404F)

**Residency 4 Methods & Data Collection: Qualitative (RESI 8404R)**
- Qualitative Research (RESI 8404D)
- Writing Primary Research Proposal (RESI 8404C)
- Qualitative Research (RESI 8404D)
- Quantitative Research (RESI 8404E)
- Publishing & Presenting (RESI 8404F)

**Residency 4 Methods & Data Collection: Quantitative (RESI 8404S)**
- Quantitative Research (RESI 8404E)
- Writing Primary Research Proposal (RESI 8404C)
- Qualitative Research (RESI 8404D)
- Quantitative Research (RESI 8404E)
- Publishing & Presenting (RESI 8404F)

**Residency 4 Publishing & Presenting (RESI 8404T)**
- Writing Primary Research Proposal (RESI 8404C)
- Qualitative Research (RESI 8404D)
- Quantitative Research (RESI 8404E)
- Publishing & Presenting (RESI 8404F)
an approved professional conference (RESI 8900 for select programs only. Contact Advising for information.) OR
a dissertation intensive (DRWI 8500) during your 9000 course. Contact Student Success Advising to register. You must attend all sessions and advising throughout the entire intensive retreat in order to successfully complete the experience to satisfy residency requirements. **NOTE: Intensive Retreats are NOT included in Fast Track tuition.**

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>CPSY 8292 - Psychology Internship I</td>
<td>3 cr.</td>
</tr>
<tr>
<td>18</td>
<td>CPSY 8293 - Psychology Internship II</td>
<td>3 cr.</td>
</tr>
<tr>
<td>19</td>
<td>CPSY 8294 - Psychology Internship III</td>
<td>3 cr.</td>
</tr>
<tr>
<td>20</td>
<td>CPSY 8295 - Psychology Internship IV</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

* The courses associated with the Blended Academic Year in Residence (BAYR) must be completed consecutively within a 12 month calendar year. Students that stop the course sequence and do not complete in a consecutive calendar year will need to resume the BAYR course sequence again from the beginning.

** Students take this course for a minimum of four terms and are continuously enrolled until completion of their doctoral dissertation with final chief academic officer (CAO) approval. In general, students are continuously registered in the dissertation/doctoral study course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation/doctoral study course shell.

To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

**Note on Licensure**
The PhD in Clinical Psychology program is designed to prepare graduates to qualify to sit for psychology licensing exams in some states. This program is designed to meet the academic licensure requirements of some state psychology boards. However, Walden University’s PhD in Clinical Psychology is not accredited by the American Psychological Association (APA) and has not received designation by the Association of State and Provincial Psychology Boards/National Register (ASPPB/NR), which are requirements for licensure in many states.

Walden enrollment specialists can provide guidance on licensure issues, state-by-state educational requirements, and internship and practicum requirements; however, it remains the student’s responsibility to evaluate and understand the licensure requirements for the state in which he or she resides, as requirements vary widely. Walden University enrollment specialists can provide general guidance on licensure requirements; however, it is the responsibility of each student to understand and comply with the most current psychology licensure information for his or her individual state. Walden makes no guarantee that its PhD in Clinical Psychology program will meet the licensure requirements in any state.

Prospective students should review the specific, detailed licensure requirements applicable to their state(s) of residency to see if the Walden program meets all of the requirements to sit for licensure as set forth in the state regulations. Additionally, some states have additional coursework, residency, or fieldwork requirements that students will need in order to be eligible for licensure as a psychologist in that state.

Prospective students enrolling in licensure-leading programs are advised that relocation to another state may impact the student’s ability to complete field experiences and/or to obtain professional licensure, certification, or other credential in another state. Prospective students are advised to carefully review, evaluate, and understand the requirements of the applicable licensure board in the state in which they intend to relocate.

**Doctoral Writing Assessment**

Students who start or readmit to doctoral programs at Walden University in the university catalog for academic year 2017 or later will complete the university’s required doctoral writing assessment. Designed to evaluate incoming doctoral students’ writing skills, this assessment aims to help prepare incoming doctoral students to meet the university’s expectations for writing at the doctoral level.

**8-Year Maximum Time Frame**

Students have up to 8 years to complete their doctoral degree requirements (see Enrollment Requirements). Students may petition to extend the 8-year maximum time frame, but an extension is not guaranteed.
The Richard W. Riley College of Education and Human Sciences

Walden University’s Richard W. Riley College of Education and Human Sciences is accredited based on the Council for the Accreditation of Educator Preparation (CAEP) Standards through June 2026. This accreditation covers specific Walden initial teacher and advanced educator preparation programs, including the BS in Elementary Education, Master of Arts in Teaching (MAT) – Special Education specialization, MS in Education – Educational Leadership and Administration specialization, and EdS in Educational Leadership and Administration. The MAT-SPED, MSED-ELA, and EdS-ELA programs were reviewed by Specialized Professional Associations (SPAs), which define content-area standards for programs, and achieved national recognition.

CAEP promotes excellence in educator preparation through quality assurance and continuous improvement. Walden’s College of Education and Human Sciences has earned national accreditation by demonstrating excellence in the areas of content and pedagogy, clinical experiences, selectivity, program impact, and capacity for continuous improvement.

Licensure: Acceptance of education degrees from Walden University by individual states for the satisfaction of certification or licensure requirements rests with each state. Walden’s advisors can provide individuals with basic guidelines and other information about state requirements. It remains the individual’s responsibility to understand and comply with the regulations and other requirements for the state in which he or she resides.

Prospective Washington state students are advised to contact the Office of the Superintendent of Public Instruction at 1-360-725-6275 or prof.educ@k12.wa.us to determine whether Walden’s programs in the field of education are approved for teacher certification or endorsements in Washington state. Additionally, teachers are advised to contact their individual school district as to whether this program may qualify for salary advancement.

Learn more about the Undergraduate Minors and Accelerate Into Master’s (AIM) Programs.

Research and Residencies

Research and Residencies guides and promotes quality in all aspects of doctoral research and residencies in The Richard W. Riley College of Education and Human Sciences. In collaboration with Walden University’s Office of Research and Doctoral Services, Research and Residencies supports student success through the administration of The Richard W. Riley College of Education and Human Sciences University Research Reviewers and the supervision of the Riley College Research Courses and Doctoral Forums. Research and Residencies also coordinates the EdD and PhD residencies for
the Riley College working closely with Walden University's Academic Residencies team. Face-to-face and virtual residencies are offered to students throughout the year in various parts of the country. These residencies provide socialization opportunities using innovative technologies and principles of adult learning to develop scholar-practitioners who think critically and contribute to the greater social good.

**Other Undergraduate Options**

**Minor in Applied Instructional Design and Technology**

Return to: Undergraduate Minors

The Undergraduate Minor in Applied Instructional Design and Technology is designed for non-education major students who are interested in the growing field of instructional design. This minor can help prepare students to use technology to create and evaluate learning materials for use in various instructional settings. For students looking to focus more on design and who are willing to purchase the Adobe Web Premium software, the Applied Instructional Design and Technology minor will allow them to gain actual design experience with hands-on use of the Adobe Web Premium software.

*Note: This minor is not available to students in the BS in Instructional Design and Technology program.*

**Required Courses (30 cr.)**

Courses should be completed in the following order:

- EDUC 1015 - How People Learn
- EIDT 3002 - Multimedia Tools
- EIDT 2002 - Web Design I
- EIDT 2004 - Instructional Design I
- EIDT 3004 - Instructional Design II
- EIDT 4004 - Instructional Design III

**Minor in Introductory Instructional Design and Technology**

The Undergraduate Minor in Introductory Instructional Design and Technology is for the non-education major student who may be interested in designing learning experiences and training programs. Students will gain firsthand knowledge of a learning
management system and how it is used to provide engaging and content-rich instruction. This minor will not require the purchase of Adobe Web Premium software.

Note: This minor is not available to students in the BS in Instructional Design and Technology program.

Required Courses (30 cr.)

- EDUC 1014 - Understanding Today's Instructional Environments
- EDUC 3005 - Evaluation and Assessment
- EIDT 2001 - Technology and Learning
- EIDT 2003 - Introduction to Distance Education
- EIDT 2004 - Instructional Design I
- EIDT 3003 - Ethical and Fair Use of Instructional Materials

Other Undergraduate Options

Accelerate Into Master's (AIM) Programs

Walden University offers opportunities for undergraduate students to accelerate time to the completion of a master's degree. This option, called Accelerate Into Master's (AIM), allows undergraduate students to complete graduate-level courses, upon approval of their advisor, that will fulfill the requirements for their undergraduate program as well as graduate requirements for a future master's program.

When undergraduate students attempt a 5000-level course, they may earn a "C" in the graduate-level course but only a grade of "B" or better will carry over to the graduate program. Students who receive a "C" grade will be awarded a grade of "C,"* which will permit the grade to be used toward the undergraduate-level requirement but not toward the master's-level requirement. Students who do not pass their AIM class are not permitted to continue taking 5000-level courses. Later admission to the master's program requires that students must take that course as a master's student.

Requirements

Walden University offers several opportunities for undergraduate students in certain programs to accelerate time to completion in certain master's degree programs.

Individual programs may determine the specific eligible AIM courses and some programs may limit the number of courses available. Generally, AIM coursework should not account for more than approximately 50% of the credits needed for master's degree completion. Practicum or Capstone requirements for the master's program are not eligible to be satisfied by AIM coursework.

To be eligible to begin AIM courses, students must:
a. Have an overall GPA equal to that required for admission to the associated master’s degree.* BS AIM track students must maintain a 2.5 GPA and have a transfer GPA of at least 2.5 (if transferring credits).

b. Have completed a minimum of 90 credits and any specific core requirements associated with their bachelor’s program listed below. (Individual programs may determine additional prerequisites.) * BS in Psychology AIM track students do not need to meet this requirement.

c. Be in good financial standing.

d. Not have any incompletes.

AIM courses are (5000-level) graduate courses.*

a. Tuition for these courses is charged at the undergraduate rate for the course-based learning format. For Tempo Learning® these courses are included in the program's subscription cost.

b. Courses taken as an undergraduate count as fulfilling undergraduate degree requirements.

c. Grades for graduate courses taken as an undergraduate are incorporated into the undergraduate GPA only.

Students must get a "B" or better in each course to have that course applied to the master's program.

Students who do not earn a grade of "C" or better will not be allowed to take any more 5000-level courses. Later admission to the master’s program requires that the student must take that course as a master's student. * BS in Psychology AIM track students may retake an AIM course a second time if they failed the first time; they must earn a grade of "C" or better the second time in order to stay in the AIM track program.

Students are expected to maintain the undergraduate GPA expected for admission to the associated master's program.

Falling below this GPA prevents the student from taking any additional graduate courses as an undergraduate student.

Upon completion of the undergraduate program requirements, students should file an Intent to Graduate Form.

Students who complete these courses successfully are not required to pursue the master's degree and/or may defer enrollment to a future date. Transfer of credit policies, including those related to expiration, would apply.
Taking AIM courses does not guarantee admission into a master’s program. Upon admission to the master's program, all AIM graduate courses completed with a "B" or better are applied to graduate program. The graduate GPA is calculated based only on those graduate courses taken as a graduate student.

Institutional coursework expires within 10 years unless otherwise notated by the individual academic unit or program.

Undergraduate students may complete AIM courses to fulfill elective credits, as course substitutions approved by the program director, or they may elect a second concentration within their program of study that is designed for AIM completion. Students are encouraged to consult with Student Success Advising (if in the course-based learning format) or their Academic Coaching (if in the Tempo Learning® format) on the most appropriate plan for their program and academic goals, such as their future master's program and time to completion.

*Note: Graduate students cannot register for AIM courses.

AIM Program Chart*

<table>
<thead>
<tr>
<th>Master's Program</th>
<th>Eligible Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Richard W. Riley College of Education and Human Services</td>
<td><strong>HLTH 5005 - Perspectives on Health and the Developing Professional</strong>&lt;br&gt;<strong>HLTH 5110 - Exploring Health Education in the 21st Century</strong>&lt;br&gt;<strong>HLTH 5205 - Assessing Community Needs for Health Education</strong>&lt;br&gt;<strong>HLTH 5412 - Health Education and Communication Strategies</strong>&lt;br&gt;*This course MUST be taken first.&lt;br&gt;*<em>HLTH 5005, HLTH 5110, and HLTH 5205 must be taken before HLTH 5412.</em></td>
</tr>
<tr>
<td><strong>MS in Health Education and Promotion</strong></td>
<td><strong>Choose up to four courses.</strong>&lt;br&gt;Note: These courses are 11 weeks in length.</td>
</tr>
<tr>
<td><strong>MS in Developmental Psychology</strong></td>
<td><strong>DPSY 5111 - Themes and Theories of Developmental Psychology</strong>&lt;br&gt;DPSY 5218 - Gender and Human Development</td>
</tr>
<tr>
<td>Master's Program</td>
<td>Eligible Courses (specific course availability may differ within the Tempo Learning® format)</td>
</tr>
<tr>
<td>------------------</td>
<td>-------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| **Students may select up to four of these courses. Individual course prerequisites apply.** | **DPSY 5121 - Development in the Digital Age**  
**PSYC 5215 - Lifespan Development** |

**Note:** These courses are 11 weeks in length.

<table>
<thead>
<tr>
<th>Applied Psychology</th>
</tr>
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</table>
| **PSYC 5100 - Themes and Theories of Psychology**  
**PSYC 5215 - Lifespan Development**  
**PSYC 5225 - Biopsychology**  
**PSYC 5701 - Culture and Psychology**  
**PSYC 5781 - Psychopathology From a Clinical Perspective** |

<table>
<thead>
<tr>
<th>Digital Psychology</th>
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</table>
| **PSYC 5121 - Development in the Digital Age**  
**PSYC 5123 - Personal and Social Life in the Digital World**  
**PSYC 5122 - Understanding Digital Data in the Changing Economic Landscape**  
**PSYC 5215 - Lifespan Development**  
**PSYC 5100 - Themes and Theories of Psychology** |

<table>
<thead>
<tr>
<th>Educational Psychology</th>
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</table>
| **PSYC 5100 - Themes and Theories of Psychology**  
**PSYC 5131 - Theories of Learning**  
**PSYC 5215 - Lifespan Development**  
**PSYC 5701 - Culture and Psychology**  
**PSYC 5765 - Educational Psychology** |

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<thead>
<tr>
<th>General Psychology</th>
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<tbody>
<tr>
<td><strong>PSYC 5100 - Themes and Theories of Psychology</strong></td>
</tr>
</tbody>
</table>

**MS in Psychology**

**Students may select up to five courses for the listed specializations. Individual course prerequisites apply.**

**Note:** These courses are 11 weeks in length.
<table>
<thead>
<tr>
<th>Master's Program</th>
<th>Eligible Courses (specific course availability may differ within the Tempo Learning® format)</th>
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<tbody>
<tr>
<td></td>
<td>PSYC 5215 - Lifespan Development</td>
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<tr>
<td></td>
<td>PSYC 5220 - Psychology of Personality</td>
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<td>PSYC 5245 - Social Psychology</td>
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<td></td>
<td>PSYC 5701 - Culture and Psychology</td>
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<tr>
<td>Health Psychology</td>
<td>PSYC 5100 - Themes and Theories of Psychology</td>
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<td></td>
<td>PSYC 5215 - Lifespan Development</td>
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<tr>
<td></td>
<td>PSYC 5242 - Changing Health Behavior: Theory and Practice</td>
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<td>PSYC 5701 - Culture and Psychology</td>
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<tr>
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<td>PSYC 5745 - Health Psychology</td>
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<td>Social Psychology</td>
<td>PSYC 5100 - Themes and Theories of Psychology</td>
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<td></td>
<td>PSYC 5245 - Social Psychology</td>
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<td>PSYC 5296 - Social Cognition and Attitudes</td>
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<td>PSYC 5701 - Culture and Psychology</td>
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<td>Self-Designed</td>
<td>PSYC 5100 - Themes and Theories of Psychology</td>
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<td>PSYC 5215 - Lifespan Development</td>
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<td>PSYC 5245 - Social Psychology</td>
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<td>PSYC 5701 - Culture and Psychology</td>
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</tbody>
</table>

**College of Health Sciences and Public Policy**

**Master of Public Administration (MPA)**

*Students may select up to five of these courses. Individual course prerequisites apply.*

*Note: These courses are 11 weeks in length.*

<table>
<thead>
<tr>
<th></th>
<th>MMPA 5200 - Principles of Public Administration</th>
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<tbody>
<tr>
<td></td>
<td>MMPA 5405 - Ethics and Social Justice</td>
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<tr>
<td></td>
<td>MMPA 5420 - Organizational Management and Leadership</td>
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<td>MMPA 5431 - Finance and Budgeting for the Public Sector</td>
</tr>
<tr>
<td>Master's Program</td>
<td>Eligible Courses (specific course availability may differ within the Tempo Learning® format)</td>
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<tr>
<td><strong>Master of Healthcare Administration (MHA)</strong></td>
<td>MMHA 5050 - U.S. Healthcare Delivery System  &lt;br&gt; MMHA 5200 - Principles of Population Health in Healthcare Administration  &lt;br&gt; MMHA 5300 - Law, Ethics, and Policy in Healthcare Administration  &lt;br&gt; MMHA 5500 - Human Resource Management and Organizational Development and Leadership for Healthcare Administrators  &lt;br&gt; Students can take no more than two master's-level courses per term.  &lt;br&gt; Students must complete all general education and core requirements before beginning AIM courses.</td>
</tr>
<tr>
<td><strong>Master of Business Administration (MBA)</strong></td>
<td>WMBA 5000 - Dynamic Leadership</td>
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</table>

**Note:** These courses are 11 weeks in length.
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<th>Master's Program</th>
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<tbody>
<tr>
<td>Students may select any or all of these courses for the listed specializations.</td>
<td>WMBA 5010 - Managing People and Promoting Collaboration</td>
</tr>
<tr>
<td></td>
<td>WMBA 5020 - Fostering a Culture of Innovation</td>
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<tr>
<td></td>
<td>WMBA 5030 - Managing Business Information Systems</td>
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<td></td>
<td>Healthcare Management, Human resource Management, or Project Management Specialization</td>
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<td></td>
<td>WMBA 5000 - Dynamic Leadership</td>
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<td></td>
<td>WMBA 5010 - Managing People and Promoting Collaboration</td>
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<tr>
<td>Students may select any or all of these courses for the listed specializations.</td>
<td>WMBA 5000 - Dynamic Leadership</td>
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<tr>
<td></td>
<td>WMBA 5010 - Managing People and Promoting Collaboration</td>
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<tr>
<td></td>
<td>Executive Leadership Specialization</td>
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<td>WMBA 5000 - Dynamic Leadership</td>
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<td></td>
<td>WMBA 5010 - Managing People and Promoting Collaboration</td>
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<tr>
<td></td>
<td>WMBA 5020 - Fostering a Culture of Innovation</td>
</tr>
<tr>
<td>MS in Leadership</td>
<td>WMBA 5000 - Dynamic Leadership</td>
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<tr>
<td></td>
<td>WMBA 5010 - Managing People and Promoting Collaboration</td>
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<td>Students may select any or all of these courses for the listed specializations.</td>
<td>WMBA 5000 - Dynamic Leadership</td>
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<td>WMBA 5010 - Managing People and Promoting Collaboration</td>
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<td>Strategy Specialization</td>
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<td>MS in Management</td>
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<td>WMBA 5020 - Fostering a Culture of Innovation</td>
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<td>MS in Industrial and Organizational (I/O) Psychology</td>
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<td></td>
<td>IPSY 5100 - Themes and Theories of I/O Psychology</td>
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<td>Master's Program</td>
<td>Eligible Courses (specific course availability may differ within the Tempo Learning® format)</td>
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<td><strong>Note:</strong> These courses are 11 weeks in length.</td>
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<tr>
<td></td>
<td>PSYC 5214 - Consulting for Organizational Change ◆</td>
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<tr>
<td></td>
<td>PSYC 5480 - Psychology of Organizational Behavior</td>
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<tr>
<td></td>
<td>PSYC 5706 - Ethics and Standards of Industrial Organizational Psychology ◆</td>
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<tr>
<td></td>
<td>PSYC 5755 - Leadership and Leader Development</td>
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<tr>
<td>Consulting Psychology</td>
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<td>IPSY 5100 - Themes and Theories of I/O Psychology ◆</td>
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<td>PSYC 5005 - Business Concepts for the Organizational Development Professional</td>
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<td>PSYC 5214 - Consulting for Organizational Change ◆</td>
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<tr>
<td>PSYC 5216 - Dynamics of Contemporary, International, and Virtual Organizations ◆</td>
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<tr>
<td>PSYC 5480 - Psychology of Organizational Behavior</td>
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<tr>
<td>Evidence-Based Coaching</td>
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<td>IPSY 5100 - Themes and Theories of I/O Psychology ◆</td>
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<tr>
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<td>PSYC 5480 - Psychology of Organizational Behavior</td>
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<td>PSYC 5755 - Leadership and Leader Development</td>
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<tr>
<td>Human Resource Management</td>
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<td>IPSY 5100 - Themes and Theories of I/O Psychology ◆</td>
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<td>Master's Program</td>
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<td>PSYC 5755 - Leadership and Leader Development</td>
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<tr>
<td><strong>International Business</strong></td>
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<td>PSYC 5480 - Psychology of Organizational Behavior</td>
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<td>PSYC 5755 - Leadership and Leader Development</td>
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</tbody>
</table>

**College of Nursing**

**Master of Science in Nursing (MSN)**

**Note:** These courses are 11 weeks in length.

**NURS 5050 - Policy and Advocacy for Improving Population Health**

**NURS 5051 - Transforming Nursing and Healthcare Through Technology**

**NURS 5052 - Essentials of Evidence-Based Practice**

Students must be admitted to the RN-BSN-MSN track to complete these AIM courses.
<table>
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<tr>
<th>Master's Program</th>
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<tbody>
<tr>
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<td>(specific course availability may differ within the Tempo Learning® format)</td>
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<tr>
<td>College of Psychology and Community Services</td>
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<tr>
<td><strong>MS in Forensic Psychology</strong></td>
<td>FPSY 5102 - Intersection of Crime, Psychology, and the Law</td>
</tr>
<tr>
<td></td>
<td>FPSY 5115 - Understanding Forensic Psychology Research</td>
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<tr>
<td></td>
<td>FPSY 5126 - Understanding Violence, Risk, and Threat Assessment</td>
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<td></td>
<td>FPSY 5135 - Criminal Behavior</td>
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<td>FPSY 5720 - Abnormal Behavior</td>
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<tr>
<td><strong>MS in Human Services</strong></td>
<td>HUMN 5162 - Cultural Humility and Diversity</td>
</tr>
<tr>
<td></td>
<td>HUMN 5160 - The Advanced Human Services Practitioner in a Changing World</td>
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<td></td>
<td>HUMN 5210 - Management and Leadership Development in Human Services</td>
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<td></td>
<td>HUMN 5161 - Assessment, Triage, and Motivational Interviewing</td>
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<td></td>
<td>HUMN 5205 - Introduction to the Nonprofit Sector</td>
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<tr>
<td><strong>MS in Criminal Justice</strong></td>
<td>CRJS 5137 - The Nature of Crime and Criminology</td>
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<td></td>
<td>CRJS 5203 - Victimology</td>
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<td></td>
<td>CRJS 5215 - Controversies in Criminal Justice</td>
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<td></td>
<td>CRJS 5217 - Technological Solutions and 21st-Century Crime</td>
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<td>CRJS 5511 - Special Populations</td>
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<tr>
<td><strong>MS in Criminal Justice Leadership and Executive Management</strong></td>
<td>CRJS 5137 - The Nature of Crime and Criminology</td>
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<td>CRJS 5215 - Controversies in Criminal Justice</td>
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</tbody>
</table>

*Students may select up to five of these courses. Individual course prerequisites apply.*

*Note: These courses are 11 weeks in length.*

*Students may select up to four of these courses. Individual course prerequisites apply.*

*Note: These courses are 11 weeks in length.*

*Students may select any or all of these courses. Individual course prerequisites apply.*

*Note: These courses are 11 weeks in length.*
### Master's Program

<table>
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<tr>
<th>Eligible Courses (specific course availability may differ within the Tempo Learning® format)</th>
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</table>

**Note:** These courses are 11 weeks in length.

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**College of Social and Behavioral Health**

**School of Counseling**

**MS in Clinical Mental Health Counseling**

*These courses are open only to students in the BS in Human Services and BS in Psychology programs. Students may select up to five of these courses. Individual course prerequisites apply*

**Note:** These courses are 11 weeks in length.

These courses must be taken in the order listed.

- HUMN 5100 - Introduction to Mental Health Counseling*
- HUMN 5722 - Theories of Counseling
- HUMN 5316 - Techniques of Counseling
- HUMN 5723 - Multicultural Counseling
- PSYC 5101 - Foundations for Graduate Study in Counseling*
- PSYC 5102 - Introduction to Mental Health Counseling*
- PSYC 5722 - Counseling and Psychotherapy Theories
- PSYC 5316 - Techniques in Counseling
- PSYC 5306 - Ethics and Legal Issues in Counseling
- PSYC 5723 - Multicultural Counseling

*Students are required to take PSYC 5101 along with PSYC 5102 or HUMN 5100.

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**Note on Endorsement, Licensure, or Certification**

This program does not lead to an endorsement, certification, or licensure. Walden makes no representation, warranty, guarantee, or commitment that successful completion of this program or coursework for graduate credit within this program will permit a graduate to obtain state certification or licensure.
The graduate degree program and coursework within the program in which you are enrolling may be accepted by many states toward upgrading or renewing a license or obtaining a salary increase (depending on state or district policy). Teachers are advised to contact their individual school districts as to whether this program may qualify for salary advancement. Walden enrollment specialists can provide guidance on program requirements; however, it remains the individual's responsibility to understand and comply with all state and school district requirements.

**Undergraduate Minors**

Students have the option to select a minor after starting their undergraduate program. Unlike an undergraduate concentration, a minor must be in a discipline outside the student’s major. Students should verify individual requirements for each minor, including which programs are ineligible. An undergraduate minor consists of six or more courses with a minimum of two at the upper level. Students wishing to add a minor to their program should contact their student success advisor. Students may select a maximum of two minors.

- Minor in Applied Instructional Design and Technology
- Minor in Business
- Minor in Communication
- Minor in Criminal Justice
- Minor in Health Promotion and Wellness
- Minor in Health Studies
- Minor in Healthcare Management
- Minor in Introductory Instructional Design and Technology
- Minor in Political Science and Public Administration
- Minor in Psychology
- Minor in Public Health

**Post-Baccalaureate Certificate Programs**

**Instructional Design - Post-Baccalaureate Certificate in Instructional Design and Technology**

Return to: Post-Baccalaureate Certificate in Instructional Design and Technology

The specialization in Instructional Design provides students with foundational concepts and principles related to instructional design, multimedia development, learning theories, and instruction. This specialization is for students who are interested in finding out more about this field and who want to demonstrate to current or potential employers their knowledge in this field.

**Certificate Curriculum (12 cr.)**
Note: Students take all courses in the sequence listed.

EDUC 6115 - Learning Theories and Instruction
EIDT 6100 - Instructional Design
EIDT 6110 - Advanced Instructional Design
EIDT 6120 - Multimedia Design and Development

Online Learning - Post-Baccalaureate Certificate in Instructional Design and Technology

Return to: Post-Baccalaureate Certificate in Instructional Design and Technology

In the Online Learning certificate specialization, students can learn to produce and deliver courses from a leader in online content development and instructional delivery. Students leverage Walden's 40 years of experience in the field as they gain effective strategies for engaging and teaching distance learners and for assessing student learning outcomes in online environments.

Certificate Curriculum (12 sem. cr.)

Students work directly with their student success advisor to ensure the appropriate course sequence based on course availability.

EIDT 6100 - Instructional Design
EDUC 6135 - Distance Learning
EIDT 6510 - Online Instructional Strategies
EIDT 6511 - Assessments in Online Environments

Training and Performance Improvement - Post-Baccalaureate Certificate in Instructional Design and Technology

Return to: Post-Baccalaureate Certificate in Instructional Design and Technology

The Training and Performance Improvement certificate specialization focuses on managing and delivering training programs and improving workplace performance through quality instruction. Students explore the latest technologies to support training, and they learn to identify performance gaps, conduct needs assessments, and evaluate program effectiveness.

Certificate Curriculum (12 cr.)

Students work directly with their student success advisor to ensure the appropriate course sequence based on course availability.

EDUC 6115 - Learning Theories and Instruction
Master’s Degree Programs

**MS in Early Childhood Studies (Competency Based)**

Tempo Learning® is Walden’s competency-based education modality, an alternative way of earning a Walden degree offered for some Walden programs. Instead of courses, the Walden Tempo Learning® program is comprised of competencies and rigorous assessments. Students progress through the Tempo Learning® model by successfully passing competency assessments. A student must successfully achieve or master all competency assessments to graduate from the program.

Students earn the same Walden degree whether they choose the course-based or the competency-based modality.

**Specializations**

- Administration, Management, and Leadership
- Teaching and Learning in Early Childhood Settings

**Degree Requirements**

- 33 total semester credits
- Core competencies (21 sem. cr.)
- Specialization competencies (9 sem. cr.)
- Capstone (3 sem. cr.)

**Core Curriculum**

**Core Competencies (21 sem. cr.)**

EDUC 6005 - Foundations: Early Childhood Studies
- EP001 – Use a Systems Perspective to Understand the "Whole Child"
  Use ecological and family systems to understand the "whole child" and support positive outcomes for children.
- PV001 – History and Evolution of the Early Childhood Field
  Explain foundational research, history, and evolution of the early childhood field in the U.S. and globally.
- PV002 – Roles, Responsibilities and Relationships of Early Childhood Professionals
Examine roles, responsibilities, and relationships among early childhood professionals in various sectors/settings within the field.

PV003 – Leadership in the Early Childhood Field
Apply principles of effective leadership to address challenges and opportunities in the early childhood field.

EDUC 6160 - Early Childhood Development
CD001 – Theories of Childhood Development
Demonstrate and understanding of theories and concepts of child development.

CD002 – Knowledge of the Child Development Continuum
Apply knowledge of the child development continuum to support healthy child development and learning.

CD003 – Culture and Language and Its Influence on Development
Explain how culture and language influence children's behavior and development.

CD004 – Supporting Children With Exceptionalities
Demonstrate an understanding of processes, laws, and resources to support the development of children with exceptionalities.

CD005 – Observing, Documenting, and Assessing Children
Evaluate multiple sources of information to assess individual children in order to plan developmentally appropriate practices that help children progress along the continuum.

EDUC 6161 - Effective Programs and Practices
CC001 – Engages Families and Communities
Use best practices to engage families and communities in early childhood programs.

EP002 – Plan Developmentally Appropriate Curriculum
Plan developmentally appropriate curriculum in alignment with professional standards.

EP004 – Evaluating Program Quality
Apply professional standards, guidelines, and tools to evaluate the quality of early childhood programs and identify areas in need of improvement.

EDUC 6162 - Issues and Trends in the Early Childhood Field
EP003 – Resources and Support in Early Childhood
Identify funding sources and processes for obtaining funding to support early childhood programs and initiatives.

PV004 – Impact of Current Issues & Trends On the Field
On the Field Analyze the implications of issues such as socio-economic conditions, changing demographics, brain research, and technology on child development and the early childhood field.
PV005 – Commitment to Lifelong Learning and Professionalism
Maintain professional currency related to early childhood policies, issues, and trends.

RC004 – Research and Advocacy
Use research findings to advocate for children, families, and the early childhood profession.

EDUC 6163 - Building Research Competencies
RC001 – Foundations of Research
Explain key principles and concepts in early childhood research.

RC002 – Research Methodologies
Apply research methodologies appropriate for specific research questions.

RC003 – Evaluating Research
Evaluate the quality of early childhood research studies.

RC005 – Developing Research Proposals
Create research proposals to address questions in the early childhood field.

EDUC 6164 - Perspectives on Diversity and Equity
CR001 – Culturally Responsive Practices
Recommend culturally responsive practices to promote supportive and respectful partnerships with families and positive outcomes for young children.

CR002 – Impact of Bias and Discrimination on Children, Families, and Communities
Demonstrate an understanding of how bias and discrimination impact children, families, and communities.

CR003 – Access, Equity, and Promoting Change
Apply strategies to promote access, equity, and positive social change for young children, families, and the early childhood field.

EDUC 6165 - Communicating and Collaborating in the Early Childhood Field
CC002 – Communicating and Collaborating with Colleagues
Use effective communication and collaboration strategies to develop professional learning communities and engage with colleagues and other professionals.

CC003 – Communicating and Collaborating with Families
Use communication and collaboration strategies necessary to build effective partnerships with diverse families.

CC004 – Communicating and Collaborating with Agencies and Government Officials
Use communication and collaboration strategies to advocate and work effectively with agencies and government officials.

Specialization Competencies (9 sem. cr.)

These competencies are dependent upon the particular specialization. Please see the competency list on each specialization page.

Capstone Competency (3 sem. cr.)

EDUC 6990 - Capstone: Practical Application in the Early Childhood Field
CP001 – Apply Professional Knowledge and Skills
Synthesize and apply knowledge and skills to address real-world issues or needs in the early

Note on Teacher Licensure or Certification

This program does not lead to teacher licensure or certification. Teachers are advised to contact their individual school districts as to whether this program may qualify for salary advancement.

Specializations (Master's)

General Program - MS in Instructional Design and Technology

Return to: MS in Instructional Design and Technology

The General Program offers a core of instructional design, research, project management, and evaluation courses designed to give students a well-rounded education with direct application in the workplace. With a heavy emphasis on leadership, problem-solving skills, and hands-on experience, this specialization provides a solid foundation for success in a wide variety of industries and occupations.

Course Sequence

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
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<tr>
<td>I</td>
<td>EDUC 6105 - Organizations, Innovation, and Change</td>
<td>3 sem. cr.</td>
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<tr>
<td></td>
<td>EDUC 6115 - Learning Theories and Instruction</td>
<td>3 sem. cr.</td>
</tr>
</tbody>
</table>

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| 2 | EIDT 6100 - Instructional Design | 3 sem. cr. |
|   | EIDT 6110 - Advanced Instructional Design | 3 sem. cr. |
| 3 | EIDT 6120 - Multimedia Design and Development | 3 sem. cr. |
|   | EDUC 6125 - Foundations of Research | 3 sem. cr. |
| 4 | EDUC 6135 - Distance Learning | 3 sem. cr. |
|   | EDUC 6145 - Project Management in Education and Training | 3 sem. cr. |
| 5 | EIDT 6130 - Program Evaluation | 3 sem. cr. |
|   | EIDT 6910 - Capstone: Practical Application of Instructional Design | 3 sem. cr. |

**Licensure**

Bachelor's Degree Programs

**BS in Elementary Education**

Walden's BS in Elementary Education program prepares educational professionals for teaching certification, which is required in most public school systems in the United States. This program incorporates strategies proven to help educators develop confidence and succeed in today's diverse classroom environments.

Through their coursework, education professionals explore the integration of technology in the classroom, building family partnerships, collaboration, and literacy. Educators also have the opportunity to apply best practices through in-person experiences in K–6 classrooms.

**Learning Outcomes**

Graduates of this program will be prepared to demonstrate skills in the following areas:
Knowledge and Skills—Demonstrate content knowledge, skills, and pedagogy appropriate to elementary education.

Professional Practice—Demonstrate the skills and dispositions of a professional educator.

Instruction—Promote K-6 children’s development and learning across content areas through the design and implementation of engaging, differentiated learning experiences that support children’s development and learning across all domains.

Assessment—Use data to assess student growth to make informed instructional decisions that build on the strengths and meet the needs of individual children.

Cultural Responsiveness—Practice cultural responsiveness to build positive trusting relationships with children, families, and colleagues and to create supportive learning environments for all.

Technology—Use technology appropriately, resourcefully, and innovatively to personalize and improve teaching and learning.

Collaboration and Relationship Building—Demonstrate the ability to work collaboratively with children, families, colleagues, and communities to improve outcomes for every child and effect positive social change.

Degree Requirements

181 total quarter credits

General Education courses—71 qtr. credits
  HMNT 1001 (completed in 1st term)—6 qtr. credits
  Humanities—15 qtr. credits
  Written and Oral communication—10 qtr. credits
  Math and Natural Sciences—20 qtr. credits
  Social Science—20 qtr. credits

Elementary Education courses—75 qtr. credits
  Lower level core—15 qtr. credits
  Professional core—60 qtr. credits
  7 courses with Field Experience; each contain 15 hours of field experience, or about 2.5 hours per week.

Elective courses—25 qtr. Credits
  10 credits of Demonstration Teaching, 12 weeks (full-time)
  6-week courses (except Demonstration Teaching)

**Note:** In addition to Walden’s general technical requirements, candidates must have access to technology (i.e., scanner or camera) that allows them to electronically submit signed documents verifying their field experience hours.

Curriculum
The Walden BS in Elementary Education program is designed for individuals who want to make a positive impact in elementary education, engage with children and families to promote healthy development and learning, and acquire the skills, knowledge, and dispositions of professional educators. Based on current research, the BS in Elementary Education program aligns with national professional standards and licensure requirements. Walden’s BS in Elementary Education program provides the tools, resources, and experiences that prepare candidates to be effective elementary educators.

Learning outcomes for graduates of the BS in Elementary Education program include deep knowledge of children’s development, motivation, and learning; commitment to professional practice; and skill in the areas of instruction, assessment, cultural responsiveness, technology, relationship-building, and collaboration. Throughout their program of study, teacher candidates also focus on designing integrated curriculum, the arts as an essential part of children’s education, literacy learning, and utilizing a wide array of evidence-based approaches and strategies to support the growth and learning of every child.

General Education (71 cr.)

See the general education section of this Walden University Catalog.

Note: A minimum of 55 quarter credits must be completed at the 3000 or 4000 level in order to meet program requirements. In some cases, this means that students will need to select 3000- or 4000-level courses as either general education or elective options. Students should consult their student success advisor if they have questions about individual program requirements.

Elementary Education Courses (75 cr.)

- EDUC 1004 - Child Development
- HLTH 1000 - Concepts of Health Promotion
- POLI 1001 - American Government and Politics

Professional Core (60 cr.)

- EDUC 2400 - The Professional Educator
- EDUC 2401 - Diverse and Exceptional Learners in the Elementary Classroom
- EDUC 2402 - Exploring Dimensions of Literacy K–6
- EDUC 3050 - Child Development, Motivation, and Learning
- EDUC 3052 - Effective Practices: Planning, Instruction, and Assessment
- EDUC 3053 - Community Building for Effective Classroom Management
- EDUC 3054 - Literacy K–6: Instruction and Assessment
- EDUC 3056 - Integrating Content and Technology to Enhance Learning
- EDUC 4010 - Mathematics K–6: Instruction and Assessment
- EDUC 4020 - Science K–6: Instruction and Assessment
- EDUC 3055 - Social Studies and the Arts K–6: Instruction and Assessment
- EDUC 3051 - Collaboration to Support All Learners
Elective Courses (25 cr.)

Teacher candidates can choose courses from any Walden undergraduate program to take as electives. At least one course (5 cr.) must be at the 3000 or 4000 level.

Demonstration Teaching (10 cr.)

EDUC 4030 - Demonstration Teaching/Seminar: Professional Ethics, Communication, and Collaboration in Elementary Education

Licensure

Walden is approved by the Minnesota Professional Educator Licensing and Standards Board (PELSB) to offer a program leading to a Minnesota Tier 3 license in Elementary Education. All candidates must pass the required Minnesota Teacher Licensure Exams (MTLEs) in order to complete the program. Candidates seeking licensure in Minnesota are responsible for completing any other Minnesota requirements beyond Walden's state-approved program. The Minnesota Professional Educator Licensing and Standards Board (PELSB) is solely responsible for reviewing applications and issuing licenses.

Individuals interested in licensure in states other than Minnesota may qualify by virtue of completing a state-approved educator preparation program; however, individuals must review their state’s regulations to ensure the program meets all requirements, paying particular attention to any requirements specific to out-of-state program completers. Individuals who reside in certain states may be ineligible to enroll in this program. Walden Enrollment Specialists can provide guidance on licensure questions; however, it remains the individual’s responsibility to understand and comply with all state licensure requirements. Walden makes no representation or guarantee that completion of Walden coursework or programs will permit an individual to obtain state licensure.

Master's Degree Programs

Master of Arts in Teaching (MAT) in Elementary Education

The Master of Arts in Teaching program in Elementary Education is designed for aspiring educators with a bachelor's degree who wish to become an elementary school teacher. In this program, students focus on creating deep knowledge of children's development, motivation, and learning. Students also concentrate on skills in the areas of instruction, assessment, cultural responsiveness, technology, relationship-building, and collaboration. Throughout the curriculum, students also focus on designing integrated curriculum, the arts as an essential part of children's education, literacy learning, and utilizing a wide
array of evidence-based approaches and strategies to support the growth and learning of every child.

**Learning Outcomes**

Upon completion of the MAT in Elementary Education program, graduates will be prepared to:

- Demonstrate the skills necessary to create learning environments that facilitate meaningful learning experiences for elementary students.
- Demonstrate the professional dispositions of an elementary educator.
- Demonstrate the ability to implement differentiated learning experiences that support development in elementary students.
- Evaluate assessment data to make informed instructional decisions that promote student development.
- Demonstrate the ability to be culturally responsive to foster positive trusting relationships with a variety of stakeholders.
- Appropriately integrate a variety of learning technologies in the classroom.
- Demonstrate the ability to work collaboratively with others to improve educational outcomes for elementary children.
- Apply the results of research in the field of education to create positive social change.
- Demonstrate the skills necessary to be a reflective practitioner who actively seeks opportunities to grow professionally.

**Degree Requirements**

70 total quarter credits

Professional core courses (60 cr.)
- Demonstration Teaching (10 cr.)

**Curriculum**

**Professional Core Courses (60 cr.)**

EDUC 6400 - The Professional Educator
EDUC 6401 - Diverse and Exceptional Learners in the Elementary Classroom
EDUC 6402 - Exploring Dimensions of Literacy K–6
EDUC 6050 - Child Development, Motivation, and Learning
EDUC 6051 - Collaboration to Support All Learners
EDUC 6052 - Effective Practices: Planning, Instruction, and Assessment
EDUC 6053 - Community Building for Effective Classroom Management
EDUC 6054 - Literacy K–6: Instruction and Assessment
EDUC 6055 - Social Studies and the Arts K–6: Instruction and Assessment
EDUC 6056 - Integrating Content and Technology to Enhance Learning
EDUC 6010 - Mathematics K–6: Instruction and Assessment
EDUC 6020 - Science K–6: Instruction and Assessment

Demonstration Teaching (10 cr.)

EDUC 6030 - Demonstration Teaching/Seminar: Professional Ethics, Communication, and Collaboration in Elementary Education

Accreditation

Walden University’s Richard W. Riley College of Education and Human Services is accredited by the Council for the Accreditation of Educator Preparation (CAEP) for a period of seven years, from April 2019 through June 2026. This accreditation covers initial teacher preparation programs and advanced educator preparation programs. CAEP is the only recognized national accreditor for educator preparation, promoting excellence in educator preparation through quality assurance and continuous improvement. The Riley College of Education and Human Services earned CAEP accreditation by meeting rigorous national standards and demonstrating excellence in the areas of content and pedagogy, clinical experiences, selectivity, program impact, and capacity for continuous improvement.

CAEP accreditation is based on a review of The Richard W. Riley College of Education and Human Service's initial teacher preparation programs—the BS in Elementary Education and the Master of Arts in Teaching with a specialization in Special Education—and advanced educator preparation programs—the EdS in Educational Leadership and Administration and the MS in Education with a specialization in Educational Leadership and Administration. Three of these programs were reviewed by Specialized Professional Associations (SPAs), which defines content-area standards for programs, and achieved national recognition: Master of Arts in Teaching with a specialization in Special Education, EdS in Educational Leadership and Administration, and MS in Education with a specialization in Educational Leadership and Administration.

Licensure

Walden is approved by the Minnesota Professional Educator Licensing and Standards Board (PELSB) to offer a program leading to a Minnesota Tier 3 license in Elementary Education. All candidates must pass the required Minnesota Teacher Licensure Exams (MTLEs) in order to complete the program. Candidates seeking licensure in Minnesota are responsible for completing any other Minnesota requirements beyond Walden's state-approved program. The Minnesota Professional Educator Licensing and Standards Board (PELSB) is solely responsible for reviewing applications and issuing licenses.
Individuals interested in licensure in states other than Minnesota may qualify by virtue of completing a state-approved educator preparation program; however, individuals must review their state’s regulations to ensure the program meets all requirements, paying particular attention to any requirements specific to out-of-state program completers. Individuals who reside in certain states may be ineligible to enroll in this program. Walden Enrollment Specialists can provide guidance on licensure questions; however, it remains the individual’s responsibility to understand and comply with all state licensure requirements. Walden makes no representation or guarantee that completion of Walden coursework or programs will permit an individual to obtain state licensure.

**Master of Arts in Teaching (MAT) in Special Education (K–Age 21)**

Walden’s Minnesota state-approved teacher preparation program with a Master of Arts in Teaching (MAT) in Special Education is designed to prepare candidates to become special education teachers with the knowledge, skills, and dispositions of exemplary educators who work in diverse settings. This program prepares candidates to teach students with mild to moderate exceptionalities ages K–21. The Richard W. Riley College of Education and Human Services is committed to individuals who seek to become skilled classroom teachers and to providing them developmentally appropriate, student-centered learning experiences that build their students' knowledge and skills.

**Learning Outcomes**

At the end of this program, teachers are able to:

- Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
- Understand how children learn and develop, and can provide learning opportunities that support a child's intellectual, social, and personal development.
- Understand and use a variety of instructional strategies to encourage student development of critical-thinking, problem-solving, and performance skills.
- Plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- Understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
- Be a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
Use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.

Use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Specialization

Special Education (K–Age 21) - Master of Arts in Teaching (MAT)

Degree Requirements

46 semester credits

Core courses (18 sem. cr.)

Specialization courses (24 sem. cr.)

Demonstration teaching (4 sem. cr.)

Field experience**: a minimum of 105 hours of classroom-based and virtual experiences in conjunction with coursework; 12 weeks of full-time demonstration teaching

MAT courses

ePortfolio

**Note: In addition to Walden's general technical requirements, candidates must have access to technology (i.e., scanner or camera) that allows them to electronically submit signed documents verifying their field experience hours.

Curriculum (46 sem. cr.)

Core Courses (18 sem. cr.)

EDUC 6605 - Teacher as Lifelong Learner and Professional Educator
EDUC 6606 - Today's Classroom and the Diverse Learner
EDUC 6607 - Effective Practices: Assessment, Teaching, and Learning
EDUC 6608 - Classroom Management
EDUC 6649 - Seminar for Professional Educators
EDUC 6688 - Action Research

Specialization Courses (24 sem. cr.)
EDUC 6209 - Collaboration to Support All Learners
EDUC 6626 - Foundations of Special Education
EDUC 6627 - Foundations of Literacy
EDUC 6628 - Individualizing Education Programs for Learners With Exceptionalities
EDUC 6636 - Characteristics of Learners With Exceptionalities
EDUC 6637 - Literacy Assessment and Intervention to Support Student Learning
EDUC 6638 - Behavior Management to Support Learners With Exceptionalities
EDUC 6639 - Instructional Strategies for Learners With Exceptionalities

Demonstration Teaching (4 sem. cr.)

EDUC 6648 - Demonstration Teaching

Course Sequence

Candidates undertake courses in the following sequence.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>EDUC 6605 - Teacher as Lifelong Learner and Professional Educator</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>EDUC 6606 - Today's Classroom and the Diverse Learner</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>2</td>
<td>EDUC 6627 - Foundations of Literacy</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>EDUC 6626 - Foundations of Special Education</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>EDUC 6628 - Individualizing Education Programs for Learners With Exceptionalities</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>EDUC 6608 - Classroom Management</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>EDUC 6636 - Characteristics of Learners With Exceptionalities</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>4</td>
<td>EDUC 6637 - Literacy Assessment and Intervention to Support Student Learning</td>
<td>3 sem. cr.</td>
</tr>
</tbody>
</table>
## Guidebook

Walden University requires that all candidates in its teacher preparation program with a Master of Arts in Teaching (MAT) review the Candidate Guidebook and Field Experience and Demonstration Teaching Handbook to help them understand the guidelines and requirements of the program, including transition points and field experiences.

Candidates can access the Candidate Guidebook and Field Experience and Demonstration Teaching Handbook in their ePortfolio. Candidates enrolled in the teacher preparation program with a Master of Arts in Teaching (MAT) should refer to the Candidate Guidebook for complete information on the programs and related policies and procedures related to them. Candidates should refer to the Field Experience and Demonstration Teaching Handbook for detailed information regarding the field experience requirements in the program.

## Licensure

Walden is approved by the Minnesota Professional Educator Licensing and Standards Board (PELSB) to offer a program leading to a Minnesota Tier 3 license in Special Education: Academic Behavioral Strategist. All candidates must pass the required Minnesota Teacher Licensure Exams (MTLEs) in order to complete the program.
Candidates seeking licensure in Minnesota are responsible for completing any other Minnesota requirements beyond Walden's state-approved program. The Minnesota Professional Educator Licensing and Standards Board (PELSB) is solely responsible for reviewing applications and issuing licenses.

Individuals interested in licensure in states other than Minnesota may qualify by virtue of completing a state-approved educator preparation program; however, individuals must review their state's regulations to ensure the program meets all requirements, paying particular attention to any requirements specific to out-of-state program completers. Individuals who reside in certain states may be ineligible to enroll in this program. Walden Enrollment Specialists can provide guidance on licensure questions; however, it remains the individual's responsibility to understand and comply with all state licensure requirements. Walden makes no representation or guarantee that completion of Walden coursework or programs will permit an individual to obtain state licensure.

**Note to all Pennsylvania residents:** Walden University's teacher preparation program is approved by the Minnesota Professional Educator Licensing and Standards Board as leading to licensure. Because this program is not reviewed by the Pennsylvania Department of Education, candidates are instructed to apply for Pennsylvania certification as out-of-state graduates of a teacher preparation program.

**Note to all Washington residents:** Eligibility for initial educator certification in Washington is based on completion of a state-approved educator preparation program. This program is approved in Minnesota and is authorized for field placements in Washington by the Professional Educators Standards Board. Even though you may be residing in Washington while in this program, your application for educator certification in Washington will be processed as an out-of-state application. Go to https://www.k12.wa.us/certification/teacher-certificate/out-of-state-applicants-teachers for more information. Teachers are advised to contact their individual school districts as to whether this program may qualify for teacher advancement.

**MS in Education - Educational Leadership and Administration (Principal Preparation)**

MS in Education Program Description and Outcomes

This specialization prepares aspiring educational professionals to become licensed principals and educational leaders in diverse P–12 settings. Grounded in research and best practices, this scholar-practitioner program integrates coursework with field experiences at the elementary, middle, and high school levels. Courses explore effective communication, collaboration, and leadership practices; public policies and legal issues affecting school governance and management; budgeting and resource management; and human resource practices for hiring, evaluating, and motivating qualified staff. In support of its focus on student outcomes, the specialization also includes specific coursework on
leading curriculum initiatives to improve literacy and math skills, using data to strengthen schools, and boosting achievement among English language learners. Participants learn strategies for creating safe schools, resolving conflict, and administering discipline effectively. Field experiences integrate learned skills and concepts in school settings under the mentorship of a licensed and practicing school principal. Principal candidates must complete a total of 240 hours of field experience at the elementary, middle, and high school levels. Candidates will complete 160 of those hours at the candidate’s preferred level or level of primary teaching experience, and 40 hours each at the other levels.

Learning Outcomes

At the end of this program, graduates will be able to:

- Design and lead initiatives that evaluate and improve instructional programs.
- Develop, implement, and manage ongoing evaluation and professional development in teaching and learning.
- Create strategic plans using a visioning process to be shared and supported by stakeholders.
- Use data to effectively manage the organization and resources for a safe, secure, and effective learning environment.
- Communicate and collaborate with external publics to address community interests and diverse needs.
- Articulate the school’s role within the broader political, social, economic, legal, and cultural context and respond effectively to changes that impact the school community.
- Model democratic value systems, ethics, and moral leadership.

Degree Requirements

36 total semester credits
- Foundation course (3 sem. cr.)
- Core courses (27 sem. cr.)
- Field Experience courses (6 sem. cr.)
- Minimum 5 semesters enrollment

**Note:** In addition to Walden’s general technical requirements, candidates must have access to technology (i.e., scanner or camera) that allows them to electronically submit signed documents verifying their field experience hours.

Specialization Curriculum

Foundation Course (3 sem. cr.)
EDUC 6002 - Foundations: Educational Leadership and Administration

Core Courses (27 sem. cr.)

- EDUC 6200 - Teaching and Learning for School Leaders
- EDUC 6201 - Communication and Collaboration for Leaders
- EDUC 6202 - Ensuring Quality Education for Students With Diverse Needs
- EDUC 6203 - Policy and Law in School Organizations
- EDUC 6204 - Using Data to Strengthen Schools
- EDUC 6205 - Budgeting and Allocating Resources
- EDUC 6206 - Creating Positive, Safe, and Effective Learning Environments
- EDUC 6207 - Leading Curriculum Initiatives: Literacy and Math
- EDUC 6208 - Recruiting, Evaluating, and Retaining School Personnel

Field Experience Courses (6 sem. cr.)

- EDUC 6801 - Field Experience
- EDUC 6802 - Field Experience
- EDUC 6803 - Field Experience
- EDUC 6804 - Field Experience
- EDUC 6805 - Field Experience
- EDUC 6806 - Field Experience

Course Sequence

Students undertake courses in the following sequence

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>EDUC 6002 - Foundations: Educational Leadership and Administration</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>EDUC 6200 - Teaching and Learning for School Leaders</td>
<td>3 sem. cr.</td>
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<tr>
<td>2</td>
<td>EDUC 6201 - Communication and Collaboration for Leaders</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>EDUC 6202 - Ensuring Quality Education for Students With Diverse Needs</td>
<td>3 sem. cr.</td>
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<tr>
<td></td>
<td>EDUC 6801 - Field Experience</td>
<td>1 sem. cr.</td>
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<tr>
<td>3</td>
<td>EDUC 6203 - Policy and Law in School Organizations</td>
<td>3 sem. cr.</td>
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<tr>
<td>Semester</td>
<td>Course</td>
<td>Credits</td>
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<tr>
<td></td>
<td>EDUC 6802 - Field Experience</td>
<td>1 sem. cr.</td>
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<tr>
<td></td>
<td>EDUC 6204 - Using Data to Strengthen Schools</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>EDUC 6803 - Field Experience</td>
<td>1 sem. cr.</td>
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<tr>
<td>4</td>
<td>EDUC 6205 - Budgeting and Allocating Resources</td>
<td>3 sem. cr.</td>
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<td></td>
<td>EDUC 6804 - Field Experience</td>
<td>1 sem. cr.</td>
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<tr>
<td></td>
<td>EDUC 6206 - Creating Positive, Safe, and Effective Learning Environments</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>EDUC 6805 - Field Experience</td>
<td>1 sem. cr.</td>
</tr>
<tr>
<td>5</td>
<td>EDUC 6207 - Leading Curriculum Initiatives: Literacy and Math</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>EDUC 6806 - Field Experience</td>
<td>1 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>EDUC 6208 - Recruiting, Evaluating, and Retaining School Personnel</td>
<td>3 sem. cr.</td>
</tr>
</tbody>
</table>

**Handbooks**

Walden University requires that all candidates in its principal preparation program review the *Principal Candidate Handbook* and *Field Experience Handbook* to help them understand the guidelines and requirements of the program.

Candidates can access both handbooks from their ePortfolio. Candidates enrolled in the principal preparation program should refer to the *Principal Candidate Handbook* for complete information on the program and other university policies and procedures related to the program’s specializations. Candidates should refer to the *Field Experience*
Handbook for detailed information regarding the field experience requirements in the program.

Licensure

Walden is approved by the Ohio Department of Higher Education to offer a program leading to initial principal licensure. All candidates must pass the required Ohio principal licensure exam (OAE 015 Educational Leadership Exam) in order to complete the program. Candidates seeking licensure in Ohio are responsible for completing any other Ohio requirements beyond Walden’s state-approved program. The Ohio Department of Higher Education is solely responsible for reviewing applications and issuing licenses.

Individuals interested in licensure in states other than Ohio may qualify by virtue of completing a state-approved educator preparation program; however, individuals must review their state’s regulations to ensure the program meets all requirements, paying particular attention to any requirements specific to out-of-state program completers. Individuals who reside in certain states may be ineligible to enroll in this program. Walden Enrollment Specialists can provide guidance on licensure questions; however, it remains the individual’s responsibility to understand and comply with all state licensure requirements. Walden makes no representation or guarantee that completion of Walden coursework or programs will permit an individual to obtain state licensure.

For Minnesota Residents Only: Students who wish to pursue licensure as an educational leader who reside in Minnesota are not eligible for admission into the MS in Education, Educational Leadership and Administration (Principal Licensure Program), but should instead enroll in the EdS – Educational Leadership and Administration (Principal Licensure Program) that is approved by the Minnesota Board of School Administrators to meet requirements for eligibility for licensure as a school principal in Minnesota.

Education Specialist (EdS) Programs

Education Specialist (EdS) in Educational Leadership and Administration (Principal Preparation) Program

Walden University’s Education Specialist (EdS) in Educational Leadership and Administration (Principal Preparation) program is approved by the Minnesota Board of School Administrators as a principal preparation program that leads to P–12 Principal Licensure in Minnesota, as well as the Ohio Board of Regents as a principal preparation program that leads to Building Level Principal Licenses (grades PreK–6, grades 4–9, and grades 5–12). With curriculum aligned to key professional organizations such as the Interstate School Leaders Licensure Consortium, the National Policy Board for Educational Administration, the Ohio Board of Regents, and the Minnesota Board of
School Administrators, principal candidates can expect a learning experience that is based on established standards by respected organizations.

This program will prepare principal candidates to become exemplary, well-informed school leaders who can manage complex educational issues, evaluate and improve instructional programs, develop diverse school personnel, and create a shared strategic vision, as well as encourage and inspire students, staff, families, and the community to provide a safe and secure learning environment. This unique, scholar-practitioner program is grounded in research and provides authentic school leadership experiences that will lead to the successful development of principal candidates.

Learning Outcomes

All EdS graduates will be prepared to:

- Apply discipline-specific knowledge to address issues in educational settings.
- Apply evidence-based practices to address a problem within the academic and/or work environment and propose a solution.
- Communicate information to a variety of stakeholders using oral and written formats.
- Practice ethically as a professional in the field of education.
- Collaborate with diverse stakeholders to promote continuous improvement in educational settings.
- Advocate for social change to make a positive impact in educational settings.

In addition to the shared EdS learning outcomes above, Educational Leadership and Administration (Principal Preparation) graduates will be prepared to:

- Lead initiatives that evaluate and improve instructional programs.
- Effectively manage all personnel and provide ongoing evaluation and professional development in teaching and learning.
- Create a strategic plan using a visioning process to be shared and supported by all stakeholders.
- Use data to effectively manage the organization and resources for a safe, secure, and effective learning environment.
- Address community interests and diverse needs through communicating and collaborating with internal and external publics.
- Articulate the school's role within the broader political, social, economic, legal, and cultural context and respond effectively to changes that impact the school community.
- Model democratic value systems, ethics, and moral leadership; support others to grow and develop as caring and informed citizens.
Degree Requirements

36 total semester credits
Foundation course (3 sem. cr.)
Core courses (27 sem. cr.)
Field Experience* courses (6 sem. cr.)
ePortfolio

*Note: In addition to Walden’s general technical requirements, candidates must have access to technology (i.e., scanner or camera) that allows them to electronically submit signed documents verifying their field experience hours.

Curriculum

Foundation Course (3 cr.)

EDUC 7002 - Foundations: Educational Leadership and Administration

Core Courses (27 sem. cr.)

EDUC 7200 - Teaching and Learning for School Leaders
EDUC 7201 - Communication and Collaboration for Leaders
EDUC 7202 - Ensuring Quality Education for Students With Diverse Needs
EDUC 7203 - Policy and Law in School Organizations
EDUC 7204 - Using Data to Strengthen Schools
EDUC 7205 - Budgeting and Allocating Resources
EDUC 7206 - Creating Positive, Safe, and Effective Learning Environments
EDUC 7207 - Leading Curriculum Initiatives: Literacy and Math
EDUC 7208 - Recruiting, Evaluating, and Retaining School Personnel

Field Experience Courses (6 sem. cr.)

EDUC 7801 - Field Experience
EDUC 7802 - Field Experience
EDUC 7803 - Field Experience
EDUC 7804 - Field Experience
EDUC 7805 - Field Experience
EDUC 7806 - Field Experience

Course Sequence

Students undertake courses in the following sequence.
<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>EDUC 7002 - Foundations: Educational Leadership and Administration</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>EDUC 7200 - Teaching and Learning for School Leaders</td>
<td>3 sem. cr.</td>
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<td>EDUC 7201 - Communication and Collaboration for Leaders</td>
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<td>EDUC 7202 - Ensuring Quality Education for Students With Diverse Needs</td>
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<td>EDUC 7801 - Field Experience</td>
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<td>EDUC 7203 - Policy and Law in School Organizations</td>
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<td>EDUC 7802 - Field Experience</td>
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<td>EDUC 7204 - Using Data to Strengthen Schools</td>
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<td>EDUC 7803 - Field Experience</td>
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<td>EDUC 7205 - Budgeting and Allocating Resources</td>
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<td>EDUC 7804 - Field Experience</td>
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<td>EDUC 7206 - Creating Positive, Safe, and Effective Learning Environments</td>
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<td>EDUC 7805 - Field Experience</td>
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<td>EDUC 7207 - Leading Curriculum Initiatives: Literacy and Math</td>
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<td>EDUC 7806 - Field Experience</td>
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<tr>
<td></td>
<td>EDUC 7208 - Recruiting, Evaluating, and Retaining School Personnel</td>
<td>3 sem. cr.</td>
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**Handbooks**

Walden University requires that all candidates in its principal preparation program review the *Candidate Handbook* and the *Field Experience Handbook* in order to help them understand the guidelines and requirements of the program.

Candidates can access both handbooks (PDF) from their ePortfolio. Candidates enrolled in the principal preparation program should refer to the *Candidate Handbook* for complete information on the program and other university policies and procedures related to the program’s specializations. Candidates should refer to the *Field Experience Handbook* for detailed information regarding the field experience requirements in the program.

**Licensure**

Walden is approved by the Minnesota Board of School Administrators and by the Ohio Department of Higher Education to offer a program leading to initial principal licensure. Candidates must select if they wish to pursue Minnesota or Ohio licensure requirements before the end of their first course in the program. All candidates must pass the required Ohio principal licensure exam (OAE 015 Educational Leadership Exam) in order to complete the program. Candidates seeking licensure in Minnesota or Ohio are responsible for completing any other Minnesota or Ohio requirements beyond Walden’s state-approved program. The Minnesota Board of School Administrators or the Ohio Department of Higher Education is solely responsible for reviewing applications and issuing licenses.

Individuals interested in licensure in states other than Minnesota or Ohio may qualify by virtue of completing a state-approved educator preparation program; however, individuals must review their state’s regulations to ensure the program meets all requirements, paying particular attention to any requirements specific to out-of-state program completers. Individuals who reside in certain states may be ineligible to enroll in this program. Walden Enrollment Specialists can provide guidance on licensure questions however, it remains the individual's responsibility to understand and comply with all state licensure requirements. Walden makes no representation or guarantee that completion of Walden coursework or programs will permit an individual to obtain state licensure.
Non-Licensure

Bachelor’s Degree Programs

BS in Child Development

*This program is no longer accepting new students.* Current students must complete their programs of study in accordance with Walden’s Time-to-Degree Completion policies.

The Walden University BS in Child Development degree program addresses the needs of child development professionals by providing the tools and strategies needed to improve practice with children across a variety of age levels. Students can choose from eight concentrations: Infant/Toddler, Preschool, Dual Infant/Toddler and Preschool, Child and Adolescent Studies, or Psychology. All eight concentrations in the program deliver an in-depth focus on child development, child-centered learning, developmentally appropriate environments, and effective practices for working with children and families. Students will gain insights in the field of child development through courses that bridge the gap between theoretical and practical knowledge, led by national experts, researchers, and experts in the field.

Learning Outcomes

At the end of this program, the education professional:

- Identifies developmentally appropriate practices related to creating environments that are healthy, respectful, supportive, and challenging for all children.
- Identifies the individual characteristics of children and uses this knowledge to make informed decisions regarding the emotional, social, physical, and intellectual well-being.
- Explains the vital role that healthy, respectful, and reciprocal family and community relationships play in supporting the growth and well-being of the whole child.
- Demonstrates an understanding of the importance of cultural and linguistic diversity and the vital role it plays in children’s healthy development and learning.
- Uses professional resources, including collegial sharing for continued professional development, to promote advocacy and social change.

Concentrations

- General
- Administration and Management
- Child and Adolescent Studies
- Dual Preschool and Infant/Toddler
- Family Health and Wellness
Infant/Toddler
Preschool
Psychology

Degree Requirements

181 total quarter credits
General education courses (46 cr.)
Core courses (55 cr.)
Concentration courses (0-55 cr., depending on concentration)
Elective courses (28-72 cr., depending on concentration)
Capstone course (7 cr.)
ePortfolio

Curriculum

The BS in Child Development curriculum consists primarily of core courses that are 6-week, 5-credit courses, culminating with a 6-week, 7-credit Capstone course. Through these courses, students will develop concentration-specific content knowledge, written and oral communications skills, the ability to contribute professionally to a diverse and changing child development field, and an understanding of developmentally appropriate practices. These skills are essential to the field of early childhood education, and they prepare students to make a successful contribution in their current and future work settings.

General Education Courses (46 cr.)

See the general education section of this Walden University Catalog.

Note: A minimum of 55 quarter credits must be completed at the 3000 or 4000 level in order to meet program requirements. In some cases, this means that students will need to select 3000- or 4000-level courses as either general education or elective options. Students should consult their student success advisor if they have questions about individual program requirements.

Core Courses (45 cr.)

EDUC 1001 - Introduction to Education
EDUC 1002 - Pioneers and Philosophies of Education
EDUC 1004 - Child Development
EDUC 1005 - Child Health, Safety, and Nutrition
EDUC 1006 - Child, Family, and Community Relationships
EDUC 2001 - Language Development
EDUC 3003 - Observation and Assessment of the Young Child
EDUC 4004 - Children With Special Needs
EDUC 4005 - Cultural and Linguistic Diversity

Concentration Courses (0-55 cr.)

These courses are dependent upon the particular concentration. Please see the course list on each concentration page.

Electives (28-72 cr.)

Electives are dependent upon the particular concentration. Please see the elective requirements on each concentration page.

Capstone Course (7 cr.)

EDUC 4001 - Capstone
OR
EDUC 4500 - Capstone

Note on Teacher Licensure or Certification

This program does not lead to teacher licensure or certification. Teachers are advised to contact their individual school districts as to whether this program may qualify for salary advancement.

BS in Early Childhood Studies

The BS in Early Childhood Studies (BS ECS) offers a strong foundation in child development and early childhood education with the purpose of guiding students in creating environments that are healthy, respectful, nurturing, and challenging for all children. Aligning with the standards of the National Association for the Education of Young Children (NAEYC), the BS ECS courses are crafted for students already involved in early childhood settings as well as those seeking to work with and advocate for young children. Studies focus on how to intentionally draw on child development knowledge to support positive outcomes for young children. Emphasis is placed on ways to develop respectful, responsive partnerships with families and work with socially, culturally, and linguistically diverse populations of young children and families, including those with exceptionalities. Students explore the vital role of social-emotional development and positive guidance in children's healthy development and learning. Through field experience, students gain guided practice and experience as they learn how play, creativity, and the content areas of language arts, social studies, math, and science can draw on and promote children's curiosity, individual interests, and positive attitudes toward learning. Throughout the entire program experience, students are challenged to...
continuously apply reflective and critical perspectives to professional practice that promotes advocacy and positive social change for young children, their families, and the early childhood field.

Note: The BS in Early Childhood Studies is only offered in Walden's competency-based education modality, Tempo Learning®, an alternative way of earning a Walden degree offered for some Walden programs. Instead of courses, the Walden Tempo Learning® program is comprised of competencies and rigorous assessments. Students progress through the Tempo Learning® model by successfully passing competency assessments. A student must successfully achieve or master all competency assessments to graduate from the program.

Learning Outcomes

Promote environments that are healthy, respectful, supportive, and challenging for all children (birth–8).
Apply knowledge of child development to support positive outcomes for all children.
Develop respectful and responsive partnerships with families and communities to support the healthy development and learning of young children.
Differentiate practices to support a socially, culturally, and linguistically diverse population of young children and families, including those with exceptionalities.
Apply reflective, collaborative, and critical perspectives to professional practice that promote advocacy and social change.

Degree Requirements

180 total quarter credits
General education courses (45 cr.)
Core competencies (75 cr.)
Elective courses (55 cr.)
Capstone competencies (5 cr.)

Curriculum

General Education Courses (45 cr.)

See the general education general education section of this Walden University Catalog.

Note: A minimum of 60 quarter credits must be completed at the 3000 or 4000 level in order to meet program requirements. In some cases, this means that students will need
to select 3000- or 4000-level courses as either general education or elective options. Students should consult their student success advisor if they have questions about individual program requirements.

Core Competencies (75 cr.)

**EDUC 1005TL - Health and Safety for Young Children [Tempo Learning®-Specific Course]**

- HS1001 Nutrition and Young Children
  - Identify principles and concepts of healthy nutrition for young children.
- HS1002 Physical Health
  - Explain key concepts related to the physical health of young children.
- HS1003 Physical Activity
  - Recommend developmentally appropriate strategies for promoting healthy physical activity for young children.
- HS1004 Child Safety
  - Explain guidelines and procedures to ensure the safety of young children.
- HS1005 Mental Health
  - Explain key principles and concepts related to mental health in young children.
- HS1006 Promoting Wellness
  - Apply concepts related to the health and safety of young children to promote wellness in children and families.

**EDUC 1101TL - Becoming an Early Childhood Professional [Tempo Learning®-Specific Course]**

- BP1001 Professional Roles and Responsibilities
  - Explain professional responsibilities, roles, and ethics that apply to the early childhood field.
- BP1002 Evolution of the Early Childhood Field
  - Identify historical milestones and contributions of theorists and practitioners to show understanding of the evolution of the early childhood field.
- BP1003 Early Childhood Organizations
  - Explain how key organizations and resources inform the early childhood field.
- BP1004 Issues and Trends That Inform Professional Practice
  - Analyze current early childhood issues and trends to inform professional practice.
BP1005 Identity as an Early Childhood Professional
Integrate critical perspectives to inform a personal identity as an early childhood professional.

EDUC 1102TL - Early Childhood Development [Tempo Learning®-Specific Course]
ED1001 Child Development Concepts and Theories
Identify key concepts and theories in the field of child development.
ED1002 Developmental Continuum: Prenatal to Birth
Explain the developmental continuum, prenatal to birth.
ED1003 Developmental Continuum: Infants and Toddlers
Explain the developmental continuum of infants and toddlers.
ED1004 Developmental Continuum: Preschoolers
Explain the developmental continuum of preschoolers.
ED1005 Developmental Continuum: Ages 5–8
Explain the developmental continuum of children ages 5–8.
ED1006 Factors Influencing Child Development
Explain factors that influence child development.

EDUC 2102TL - Children With Exceptionalities [Tempo Learning®-Specific Course]
CE2001 Legal Requirements for Children With Exceptionalities
Identify legal requirements designed to support children with exceptionalities and their families.
CE2002 Procedural Requirements for Young Children With Exceptionalities
Identify procedural requirements for supporting children with exceptionalities and their families.
CE2003 Characteristics of Children With Exceptionalities
Describe characteristics of children with exceptionalities.
CE2004 Early Intervention
Explain the importance of early intervention for young children and families.
CE2005 Special Education Services for Children With Exceptionalities Ages 3–8
Explain characteristics of special education services and perspectives of parents/families of young children with exceptionalities ages 3–8.
CE2006 Issues and Trends
Explain issues and trends related to children with exceptionalities and their families.
CE2007 Collaborating With Families and Other Professionals to Support Young Children
Analyze collaborative planning with the goal of supporting healthy development and learning for young children with exceptionalities.
EDUC 2403TL - Child, Family, and Community Relationships [Tempo Learning®-Specific Course]
   FR2001 Theories Essential to Understanding Child, Family, and Community Relationships
   Identify human ecological, family systems, and socialization theories related to child and family development.
   FR2002 Dynamic Influences on Children in Family and Community Contexts
   Analyze dynamic influences on children in family and community contexts.
   FR2003 Family Relationships
   Analyze strategies for fostering caring relationships with families.
   FR2004 Family and Community Engagement
   Apply strategies that foster family and community engagement in supporting the healthy development and learning of young children.

EDUC 3013TL - Culturally Responsive Practice [Tempo Learning®-Specific Course]
   CL3001 Culture as Context
   Explain how culture provides a critical context for children's growth and development.
   CL3002 Policies That Support Culturally Responsive Early Childhood Settings
   Analyze how current policy issues and trends impact early childhood settings and the diverse populations of children and family they serve.
   CL3003 Culturally Responsive Curriculum
   Apply principles of culturally responsive curriculum to promote development and learning in young children.
   CL3004 Culturally Responsive Relationships
   Recommend culturally responsive practices to promote supportive and respectful partnerships with families.
   CL3005 Access, Equity, and Positive Social Change
   Apply strategies to promote access, equity, and positive social change for young children, families, and early childhood professionals.

EDUC 3401TL - Social-Emotional Development and Positive Guidance [Tempo Learning®-Specific Course]
   SD3001 The Social-Emotional Developmental Continuum
   Explain the social-emotional developmental continuum for young children.
   SD3002 Foundations of Positive Guidance and Responsive Relationships
   Explain key concepts related to positive guidance and responsive relationships that promote healthy child development and learning.
   SD3003 Problem Solving in Early Childhood Settings
   Apply positive guidance strategies to solve problems in early childhood settings.
SD3004 Analyzing Positive Classroom Communities
   Analyze positive classroom communities based on positive guidance and
   opportunities for healthy social-emotional development and learning.
SD3005 Factors That Can Impact Children's Social Emotional Development
   and Behavior
   Explain how factors can influence children’s social emotional development
   and behavior.
EDUC 3402TL - Effective Practices for Quality Programs Serving Young Children
   [Tempo Learning®-Specific Course]
   QP3001 Developmentally Appropriate Practice
   Analyze how the National Association for the Education of Young
   Children "Principles of Developmentally Appropriate Practice" and
   effective family engagement principles inform quality programs and family
   partnerships.
   QP3002 Standards of Quality
   Explain the types and roles of standards that guide early childhood
   programs.
   QP3003 Effective Program Models
   Explain effective pedagogical and organizational early childhood program
   models.
   QP3004 Effective Teaching and Leadership Practice in Early Childhood
   Programs
   Analyze effective teaching and leadership practices in early childhood
   programs.
EDUC 3403TL - Early Literacy [Tempo Learning®-Specific Course]
   EL3001 Early Literacy Concepts
   Explain concepts related to early literacy skills for young children.
   EL3002 Promoting Early Literacy Among Infants and Toddlers
   Explain signs of emergent literacy in infants and toddlers, and strategies
   for enhancing emergent literacy, while promoting positive dispositions
   toward reading and language learning.
   EL3003 Promoting Early Literacy Among Preschoolers
   Explain signs of emergent literacy in preschoolers, and strategies for
   enhancing emergent literacy, while promoting positive dispositions
   toward reading and language learning.
   EL3004 Promoting Early Literacy in K–3
   Explain strategies for enhancing literacy development and positive
   dispositions toward reading and language learning in K–3 children.
   EL3005 Children’s Literature
   Evaluate the quality of children’s literature across multiple genres and
quality read-aloud experiences to promote positive dispositions toward reading and language learning in young children.

EL3006 Technology, Early Literacy, and Young Children
Analyze issues and strategies related to appropriate use of technology to promote literacy learning in young children.

EDUC 3404TL - Observation, Assessment, and Planning [Tempo Learning®-Specific Course]

AY3001 Assessment for Young Children
Explain key concepts related to uses of assessment and screening to support young children's development and learning.

AY3002 Assessment Strategies and Methods
Analyze essential assessment strategies and methods used to support young children's development and learning.

AY3003 Observation and Analysis
Analyze assessment processes and data to support effective planning in early childhood settings.

AY3004 Assessment in the Classroom Context
Analyze strategies for using assessment as an ongoing practice to support learning for young children.

AY3005 Communication and Collaboration to Support Effective Assessment
Communicate and collaborate with families and other stakeholders to promote meaningful assessment practices.

EDUC 4019TL - Play, Creativity, and the Arts [Tempo Learning®-Specific Course]

PC4001 Key Concepts and Strategies Related to Play
Analyze concepts and strategies key to understanding the value of play and fostering play in young children.

PC4002 Key Concepts and Strategies Related to Creativity
Analyze concepts and strategies for fostering creativity in young children.

PC4003 Young Children and the Creative Arts
Explain key concepts related to young children and the creative arts.

PC4004 Child-Centered Learning and Creativity
Analyze the role child-centered learning and creative teachers play in fostering children's creative thinking, creative skills, and creative arts expression.

EDUC 4120TL - Effective Practices for Infants and Toddlers [Tempo Learning®-Specific Course]
(This course requires 10 hours of field experience focused on developing and taking part in meaningful learning experiences for infants or toddlers in an early childhood setting.)
DI4001 Responsive Relationships With Infants, Toddlers, and Their Families
Explain approaches and strategies that foster healthy infant and toddler
development through responsive and respectful relationships with infants,
toddlers, and their families.

DI4002 The Role of Play in the Lives of Infants and Toddlers
Synthesize why fostering play is critical to healthy infant and toddler
development.

DI4003 Routines and Transitions That Foster Healthy Development for
Infants and Toddlers
Evaluate effective routines and transitions in infant and toddler care and
education settings.

DI4004 Environments That Support Healthy Development and Learning for
Infants and Toddlers
Evaluate infant and toddler environments that support healthy
development and learning.

DI4005 Meaningful Experiences With Infants and Toddlers
Develop respectful, supportive, and challenging experiences with infants
and toddlers.

EDUC 4121TL - Meaningful Learning Experiences [Tempo Learning®-Specific
Course]
(This course requires 20 hours of field experience focused on developing and
taking part in meaningful learning experiences in a P–3 classroom setting.)

ML4001 Approaches to Meaningful Learning and Teaching
Analyze strategies, approaches, and curriculum models that support
meaningful learning and teaching in P–3 classrooms.

ML4002 Child/Family Contexts to Support Meaningful Learning and Teaching
Analyze characteristics of communities, classrooms, families, and children
to support meaningful learning and teaching.

ML4003 Knowledge of Content Areas and Meaningful Learning and Teaching
Apply knowledge of key concepts to inform planning of meaningful
learning and teaching across content areas in P–3 classrooms.

ML4004 Meaningful Learning Experiences in P–3 Settings
Apply professional knowledge to design, implement, and evaluate
meaningful learning experiences that support positive outcomes for all
children in P–3 settings.

EDUC 4122TL - Learning and Teaching in Inclusive Early ChildhoodSettings [Tempo
Learning®-Specific Course]

IP4001 Foundations of Inclusion
Explain foundational concepts related to high-quality inclusive early
childhood programs.
IP4002 Inclusive Practices in Early Care and Education Settings
  Explain evidence-based strategies for inclusive practice to enhance the development and learning of young children.

IP4003 Environments That Support Quality Inclusion for Young Children
  Explain components and practices of high-quality inclusive environments supportive of young children's access and participation.

IP4004 Partnerships That Support Children in Inclusive Early Childhood Programs
  Explain strategies for partnering with families and other professionals to support inclusive experiences for young children.

IP4005 Supporting Inclusion Through Advocacy, Program Policy, and Evidence-Based Practice
  Apply evidence-based policies, practices, and advocacy strategies to support high-quality inclusive programming in early childhood settings.

Electives (55 cr.)

Choose 11 courses from either general education or other Walden bachelor's degree programs. At least one course (5 elective credits) must be at the 3000–4000 level. Elective credits should total 55 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements.

Capstone Competencies (5 cr.)

EDUC 4220TL - Early Childhood Professionalism [Tempo Learning®-Specific Course]
  PL4001 Knowledgeable, Reflective, and Critical Perspectives on Early Childhood
    Analyze early childhood knowledge, perspectives, roles, and identities.
  PL4002 Effective Interviewing Techniques for Early Childhood Professionals
    Evaluate skills, strategies, and early childhood knowledge relevant to effective interview performances.
  PL4003 Informed Advocacy in the Early Childhood Field
    Develop research-based advocacy plans for current issues in the early childhood field to promote positive social change.
  PL4004 Professional Development
    Plan for personal and professional development to support meaningful contributions to young children's healthy development and learning.

Note on Teacher Licensure or Certification
This program does not lead to teacher licensure or certification. Teachers are advised to contact their individual school districts as to whether this program may qualify for salary advancement.

Other Undergraduate Options

Accelerate Into Master's (AIM) Programs

Walden University offers opportunities for undergraduate students to accelerate time to the completion of a master's degree. This option, called Accelerate Into Master's (AIM), allows undergraduate students to complete graduate-level courses, upon approval of their advisor, that will fulfill the requirements for their undergraduate program as well as graduate requirements for a future master's program.

When undergraduate students attempt a 5000-level course, they may earn a "C" in the graduate-level course but only a grade of "B" or better will carry over to the graduate program. Students who receive a "C" grade will be awarded a grade of "C,"* which will permit the grade to be used toward the undergraduate-level requirement but not toward the master's-level requirement. Students who do not pass their AIM class are not permitted to continue taking 5000-level courses. Later admission to the master's program requires that students must take that course as a master's student.

Requirements

Walden University offers several opportunities for undergraduate students in certain programs to accelerate time to completion in certain master's degree programs.

Individual programs may determine the specific eligible AIM courses and some programs may limit the number of courses available. Generally, AIM coursework should not account for more than approximately 50% of the credits needed for master's degree completion. Practicum or Capstone requirements for the master's program are not eligible to be satisfied by AIM coursework.

To be eligible to begin AIM courses, students must:

a. Have an overall GPA equal to that required for admission to the associated master's degree.* BS AIM track students must maintain a 2.5 GPA and have a transfer GPA of at least 2.5 (if transferring credits).

b. Have completed a minimum of 90 credits and any specific core requirements associated with their bachelor's program listed below. (Individual programs may determine additional prerequisites.) * BS in Psychology AIM track students do not need to meet this requirement.

c. Be in good financial standing.

d. Not have any incompletes.

AIM courses are (5000-level) graduate courses.*
a. Tuition for these courses is charged at the undergraduate rate for the course-based learning format. For Tempo Learning® these courses are included in the program's subscription cost.

b. Courses taken as an undergraduate count as fulfilling undergraduate degree requirements.

c. Grades for graduate courses taken as an undergraduate are incorporated into the undergraduate GPA only.

Students must get a "B" or better in each course to have that course applied to the master's program.

Students who do not earn a grade of "C" or better will not be allowed to take any more 5000-level courses. Later admission to the master's program requires that the student must take that course as a master's student. * BS in Psychology AIM track students may retake an AIM course a second time if they failed the first time; they must earn a grade of "C" or better the second time in order to stay in the AIM track program.

Students are expected to maintain the undergraduate GPA expected for admission to the associated master's program.

Falling below this GPA prevents the student from taking any additional graduate courses as an undergraduate student.

Upon completion of the undergraduate program requirements, students should file an Intent to Graduate Form.

Students who complete these courses successfully are not required to pursue the master's degree and/or may defer enrollment to a future date. Transfer of credit policies, including those related to expiration, would apply.

Taking AIM courses does not guarantee admission into a master's program. Upon admission to the master's program, all AIM graduate courses completed with a "B" or better are applied to graduate program. The graduate GPA is calculated based only on those graduate courses taken as a graduate student.

Institutional coursework expires within 10 years unless otherwise notated by the individual academic unit or program.

Undergraduate students may complete AIM courses to fulfill elective credits, as course substitutions approved by the program director, or they may elect a second concentration within their program of study that is designed for AIM completion. Students are encouraged to consult with Student Success Advising (if in the course-based learning format) or their Academic Coaching (if in the Tempo Learning® format)
on the most appropriate plan for their program and academic goals, such as their future master's program and time to completion.

*Note: Graduate students cannot register for AIM courses.

### AIM Program Chart*

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<tr>
<th>Master’s Program</th>
<th>Eligible Courses</th>
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<td>(specific course availability may differ within the Tempo Learning® format)</td>
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<th>The Richard W. Riley College of Education and Human Services</th>
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#### MS in Health Education and Promotion

Choose up to four courses.

*Note: These courses are 11 weeks in length.

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<tr>
<td>HLTH 5005 - Perspectives on Health and the Developing Professional*</td>
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<td>HLTH 5110 - Exploring Health Education in the 21st Century</td>
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<td>HLTH 5205 - Assessing Community Needs for Health Education</td>
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<td>HLTH 5412 - Health Education and Communication Strategies**</td>
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*This course MUST be taken first.

**HLTH 5005, HLTH 5110, and HLTH 5205 must be taken before HLTH 5412.

#### MS in Developmental Psychology

Students may select up to four of these courses. Individual course prerequisites apply.

*Note: These courses are 11 weeks in length.

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<tr>
<td>DPSY 5111 - Themes and Theories of Developmental Psychology</td>
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<td>DPSY 5218 - Gender and Human Development</td>
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<td>DPSY 5121 - Development in the Digital Age</td>
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<td>PSYC 5215 - Lifespan Development</td>
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#### MS in Psychology

Students may select up to five courses for the listed specializations. Individual course prerequisites apply.

*Note: These courses are 11 weeks in length.

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<tr>
<td>PSYC 5100 - Themes and Theories of Psychology</td>
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<td>PSYC 5215 - Lifespan Development</td>
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<td>PSYC 5225 - Biopsychology</td>
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<td>PSYC 5701 - Culture and Psychology</td>
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<tr>
<td>Master's Program</td>
<td>Eligible Courses (specific course availability may differ within the Tempo Learning® format)</td>
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<td>PSYC 5781 - Psychopathology From a Clinical Perspective</td>
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<td>Digital Psychology</td>
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<td>PSYC 5121 - Development in the Digital Age</td>
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<td>PSYC 5123 - Personal and Social Life in the Digital World</td>
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<td>PSYC 5122 - Understanding Digital Data in the Changing Economic Landscape</td>
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<td>PSYC 5215 - Lifespan Development</td>
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<td>PSYC 5100 - Themes and Theories of Psychology</td>
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<tr>
<td>Educational Psychology</td>
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<td>PSYC 5131 - Theories of Learning</td>
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<td>PSYC 5215 - Lifespan Development</td>
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<td>PSYC 5701 - Culture and Psychology</td>
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<td>PSYC 5765 - Educational Psychology</td>
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<td>General Psychology</td>
<td>PSYC 5100 - Themes and Theories of Psychology</td>
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<td>PSYC 5215 - Lifespan Development</td>
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<td>PSYC 5220 - Psychology of Personality</td>
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<td></td>
<td>PSYC 5245 - Social Psychology</td>
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<td>PSYC 5701 - Culture and Psychology</td>
</tr>
<tr>
<td>Health Psychology</td>
<td>PSYC 5100 - Themes and Theories of Psychology</td>
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<tr>
<td></td>
<td>PSYC 5215 - Lifespan Development</td>
</tr>
<tr>
<td></td>
<td>PSYC 5242 - Changing Health Behavior: Theory and Practice</td>
</tr>
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<td>PSYC 5701 - Culture and Psychology</td>
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<tr>
<td>Master's Program</td>
<td>Eligible Courses (specific course availability may differ within the Tempo Learning® format)</td>
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<tr>
<td></td>
<td>PSYC 5745 - Health Psychology</td>
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<td>Social Psychology</td>
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<td>PSYC 5100 - Themes and Theories of Psychology</td>
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<td></td>
<td>PSYC 5215 - Lifespan Development</td>
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<td></td>
<td>PSYC 5245 - Social Psychology</td>
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<tr>
<td></td>
<td>PSYC 5296 - Social Cognition and Attitudes</td>
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<td>PSYC 5701 - Culture and Psychology</td>
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<td></td>
<td>PSYC 5100 - Themes and Theories of Psychology</td>
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<tr>
<td></td>
<td>PSYC 5215 - Lifespan Development</td>
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<tr>
<td></td>
<td>PSYC 5245 - Social Psychology</td>
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<td>PSYC 5701 - Culture and Psychology</td>
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</tbody>
</table>

College of Health Sciences and Public Policy

| Master of Public Administration (MPA)               | MMPA 5200 - Principles of Public Administration                                      |
|                                                     | MMPA 5405 - Ethics and Social Justice                                                |
|                                                     | MMPA 5420 - Organizational Management and Leadership                                 |
|                                                     | MMPA 5431 - Finance and Budgeting for the Public Sector                              |
|                                                     | MMPA 5435 - Human Resource Management: Building a Capable Workforce                  |
|                                                     | MMPA 5451 - Public Policy Analysis                                                  |
|                                                     | MMPA 5480 - Applied Research and Evaluation Methods                                  |

| MS in Nonprofit Management and Leadership           | NPMG 5200 - Introduction to the Nonprofit Sector                                      |
|                                                     | NPMG 5405 - Ethics and Social Justice                                                |
|                                                     | NPMG 5420 - Organizational Management and Leadership                                 |

*Students may select up to five of these courses. Individual course prerequisites apply.*

*Note: These courses are 11 weeks in length.*
<table>
<thead>
<tr>
<th>Master's Program</th>
<th>Eligible Courses (specific course availability may differ within the Tempo Learning® format)</th>
</tr>
</thead>
</table>
| Note: These courses are 11 weeks in length. | NPMG 5431 - Finance and Budgeting for the Nonprofit Sector  
NPMG 5435 - Human Resource Management: Building a Capable Workforce  
NPMG 5480 - Applied Research and Evaluation Methods |

**College of Management and Human Potential**

**Master of Healthcare Administration (MHA)**

Students may select any or all of these courses. Individual course prerequisites apply.

Note: These courses are 11 weeks in length.

| Note: These courses are 11 weeks in length. | MMHA 5050 - U.S. Healthcare Delivery System  
MMHA 5200 - Principles of Population Health in Healthcare Administration  
MMHA 5300 - Law, Ethics, and Policy in Healthcare Administration  
MMHA 5500 - Human Resource Management and Organizational Development and Leadership for Healthcare Administrators |

Students can take no more than two master's-level courses per term.  
Students must complete all general education and core requirements before beginning AIM courses.

**Master of Business Administration (MBA)**

Students may select any or all of these courses for the listed specializations.

Note: These courses are 8 weeks in length.

| General Program or Self-Designed Specialization | WMBA 5000 - Dynamic Leadership  
WMBA 5010 - Managing People and Promoting Collaboration  
WMBA 5020 - Fostering a Culture of Innovation  
WMBA 5030 - Managing Business Information Systems  
Healthcare Management, Human resource Management, or Project Management Specialization  
WMBA 5000 - Dynamic Leadership |
<table>
<thead>
<tr>
<th>Master's Program</th>
<th>Eligible Courses (specific course availability may differ within the Tempo Learning® format)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MS in Leadership</strong></td>
<td>WMBA 5010 - Managing People and Promoting Collaboration</td>
</tr>
<tr>
<td>Students may select any or all of these courses for the listed specializations.</td>
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<tr>
<td>Note: These courses are 8 weeks in length.</td>
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</tr>
<tr>
<td><strong>General Program</strong></td>
<td>WMBA 5000 - Dynamic Leadership</td>
</tr>
<tr>
<td>WMBA 5010 - Managing People and Promoting Collaboration</td>
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</tr>
<tr>
<td><strong>Executive Leadership Specialization</strong></td>
<td>WMBA 5000 - Dynamic Leadership</td>
</tr>
<tr>
<td>WMBA 5010 - Managing People and Promoting Collaboration</td>
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<tr>
<td>WMBA 5020 - Fostering a Culture of Innovation</td>
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</tr>
<tr>
<td><strong>MS in Management</strong></td>
<td>WMBA 5000 - Dynamic Leadership</td>
</tr>
<tr>
<td>WMBA 5010 - Managing People and Promoting Collaboration</td>
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<tr>
<td><strong>Strategy Specialization</strong></td>
<td>WMBA 5000 - Dynamic Leadership</td>
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<tr>
<td>WMBA 5010 - Managing People and Promoting Collaboration</td>
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<tr>
<td>WMBA 5020 - Fostering a Culture of Innovation</td>
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<tr>
<td><strong>MS in Industrial and Organizational (I/O) Psychology</strong></td>
<td>WMBA 5000 - Dynamic Leadership</td>
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<tr>
<td>WMBA 5010 - Managing People and Promoting Collaboration</td>
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</tr>
<tr>
<td><strong>General Practice</strong></td>
<td>IPSY 5100 - Themes and Theories of I/O Psychology</td>
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<tr>
<td>PSYC 5214 - Consulting for Organizational Change</td>
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<tr>
<td>PSYC 5480 - Psychology of Organizational Behavior</td>
<td></td>
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<tr>
<td>PSYC 5706 - Ethics and Standards of Industrial Organizational Psychology</td>
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<td>PSYC 5755 - Leadership and Leader Development</td>
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<tr>
<td>Master's Program</td>
<td>Eligible Courses (specific course availability may differ within the Tempo Learning® format)</td>
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<tr>
<td>Consulting Psychology</td>
<td>IPSY 5100 - Themes and Theories of I/O Psychology</td>
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<tr>
<td></td>
<td>PSYC 5005 - Business Concepts for the Organizational Development Professional</td>
</tr>
<tr>
<td></td>
<td>PSYC 5214 - Consulting for Organizational Change</td>
</tr>
<tr>
<td></td>
<td>PSYC 5216 - Dynamics of Contemporary, International, and Virtual Organizations</td>
</tr>
<tr>
<td></td>
<td>PSYC 5480 - Psychology of Organizational Behavior</td>
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<tr>
<td></td>
<td>PSYC 5755 - Leadership and Leader Development</td>
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<tr>
<td>Evidence-Based Coaching</td>
<td>IPSY 5100 - Themes and Theories of I/O Psychology</td>
</tr>
<tr>
<td></td>
<td>PSYC 5214 - Consulting for Organizational Change</td>
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<tr>
<td></td>
<td>PSYC 5480 - Psychology of Organizational Behavior</td>
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<td></td>
<td>PSYC 5755 - Leadership and Leader Development</td>
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<tr>
<td>Human Resource Management</td>
<td>IPSY 5100 - Themes and Theories of I/O Psychology</td>
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<td></td>
<td>PSYC 5214 - Consulting for Organizational Change</td>
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<td></td>
<td>PSYC 5480 - Psychology of Organizational Behavior</td>
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<td></td>
<td>PSYC 5755 - Leadership and Leader Development</td>
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<tr>
<td>International Business</td>
<td>IPSY 5100 - Themes and Theories of I/O Psychology</td>
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<tr>
<td>Master's Program</td>
<td>Eligible Courses</td>
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<td>(specific course availability may differ within the Tempo Learning® format)</td>
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<tr>
<td></td>
<td>PSYC 5214 - Consulting for Organizational Change ◆</td>
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<td>PSYC 5216 - Dynamics of Contemporary, International, and Virtual Organizations ◆</td>
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<td>PSYC 5480 - Psychology of Organizational Behavior</td>
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<td></td>
<td>IPSY 5100 - Themes and Theories of I/O Psychology ◆</td>
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<tr>
<td></td>
<td>PSYC 5214 - Consulting for Organizational Change ◆</td>
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<tr>
<td></td>
<td>PSYC 5480 - Psychology of Organizational Behavior</td>
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<tr>
<td></td>
<td>PSYC 5755 - Leadership and Leader Development</td>
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<tr>
<td>College of Nursing</td>
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<tr>
<td>Master of Science in Nursing (MSN)</td>
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<td>Note: These courses are 11 weeks in length.</td>
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<td></td>
<td>NURS 5050 - Policy and Advocacy for Improving Population Health</td>
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<td></td>
<td>NURS 5051 - Transforming Nursing and Healthcare Through Technology</td>
</tr>
<tr>
<td></td>
<td>NURS 5052 - Essentials of Evidence-Based Practice</td>
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<tr>
<td></td>
<td>Students must be admitted to the RN-BSN-MSN track to complete these AIM courses.</td>
</tr>
<tr>
<td>College of Psychology and Community Services</td>
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<tr>
<td>MS in Forensic Psychology</td>
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<td></td>
<td>Students may select up to five of these courses. Individual course prerequisites apply.</td>
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<td>Note: These courses are 11 weeks in length.</td>
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<td></td>
<td>FPSY 5102 - Intersection of Crime, Psychology, and the Law ◆</td>
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<tr>
<td></td>
<td>FPSY 5115 - Understanding Forensic Psychology Research</td>
</tr>
<tr>
<td></td>
<td>FPSY 5126 - Understanding Violence, Risk, and Threat Assessment ◆</td>
</tr>
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<td></td>
<td>FPSY 5135 - Criminal Behavior</td>
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<td>FPSY 5720 - Abnormal Behavior</td>
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<tr>
<td>Master's Program</td>
<td>Eligible Courses</td>
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<td>(specific course availability may differ within the Tempo Learning® format)</td>
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<tr>
<td><strong>MS in Human Services</strong></td>
<td>HUMN 5162 - Cultural Humility and Diversity ◆</td>
</tr>
<tr>
<td></td>
<td>HUMN 5160 - The Advanced Human Services Practitioner in a Changing World ◆</td>
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<td></td>
<td>HUMN 5210 - Management and Leadership Development in Human Services ◆</td>
</tr>
<tr>
<td></td>
<td>HUMN 5161 - Assessment, Triage, and Motivational Interviewing ◆</td>
</tr>
<tr>
<td></td>
<td>HUMN 5205 - Introduction to the Nonprofit Sector</td>
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<tr>
<td>Students may select up to four of these courses.</td>
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<tr>
<td>Individual prerequisites apply.</td>
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<tr>
<td><strong>Note:</strong> These courses are 11 weeks in length.</td>
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<tr>
<td><strong>MS in Criminal Justice</strong></td>
<td>CRJS 5137 - The Nature of Crime and Criminology</td>
</tr>
<tr>
<td>Students may select any or all of these courses.</td>
<td>CRJS 5203 - Victimology</td>
</tr>
<tr>
<td>Individual course prerequisites apply.</td>
<td>CRJS 5215 - Controversies in Criminal Justice</td>
</tr>
<tr>
<td><strong>Note:</strong> These courses are 11 weeks in length.</td>
<td>CRJS 5217 - Technological Solutions and 21st-Century Crime</td>
</tr>
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<td>CRJS 5511 - Special Populations</td>
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<tr>
<td><strong>MS in Criminal Justice Leadership and Executive Management</strong></td>
<td>CRJS 5137 - The Nature of Crime and Criminology</td>
</tr>
<tr>
<td>Students may select any or all of these courses.</td>
<td>CRJS 5215 - Controversies in Criminal Justice</td>
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<tr>
<td>Individual course prerequisites apply.</td>
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<tr>
<td><strong>Note:</strong> These courses are 11 weeks in length.</td>
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<tr>
<td><strong>College of Social and Behavioral Health</strong></td>
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<tr>
<td><strong>School of Counseling</strong></td>
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<tr>
<td><strong>MS in Clinical Mental Health Counseling</strong></td>
<td>HUMN 5100 - Introduction to Mental Health Counseling ◆*</td>
</tr>
<tr>
<td>These courses are open only to students in the BS in Human Services and BS in Psychology</td>
<td>HUMN 5722 - Theories of Counseling ◆</td>
</tr>
</tbody>
</table>
Master's Program

Eligible Courses
(specific course availability may differ within the Tempo Learning® format)

<table>
<thead>
<tr>
<th>Master's Program</th>
<th>Eligible Courses</th>
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</thead>
</table>
| programs. Students may select up to five of these courses. Individual course prerequisites apply. Note: These courses are 11 weeks in length. These courses must be taken in the order listed. | HUMN 5316 - Techniques of Counseling
HUMN 5723 - Multicultural Counseling
PSYC 5101 - Foundations for Graduate Study in Counseling *
PSYC 5102 - Introduction to Mental Health Counseling *
PSYC 5722 - Counseling and Psychotherapy Theories
PSYC 5316 - Techniques in Counseling
PSYC 5306 - Ethics and Legal Issues in Counseling
PSYC 5723 - Multicultural Counseling
* Students are required to take PSYC 5101 along with PSYC 5102 or HUMN 5100. |

Note on Endorsement, Licensure, or Certification

This program does not lead to an endorsement, certification, or licensure. Walden makes no representation, warranty, guarantee, or commitment that successful completion of this program or coursework for graduate credit within this program will permit a graduate to obtain state certification or licensure. The graduate degree program and coursework within the program in which you are enrolling may be accepted by many states toward upgrading or renewing a license or obtaining a salary increase (depending on state or district policy). Teachers are advised to contact their individual school districts as to whether this program may qualify for salary advancement. Walden enrollment specialists can provide guidance on program requirements; however, it remains the individual's responsibility to understand and comply with all state and school district requirements.
**Undergraduate Minors**

Students have the option to select a minor after starting their undergraduate program. Unlike an undergraduate concentration, a minor must be in a discipline outside the student’s major. Students should verify individual requirements for each minor, including which programs are ineligible. An undergraduate minor consists of six or more courses with a minimum of two at the upper level. Students wishing to add a minor to their program should contact their student success advisor. Students may select a maximum of two minors.

- Minor in Applied Instructional Design and Technology
- Minor in Business
- Minor in Communication
- Minor in Criminal Justice
- Minor in Health Promotion and Wellness
- Minor in Health Studies
- Minor in Healthcare Management
- Minor in Introductory Instructional Design and Technology
- Minor in Political Science and Public Administration
- Minor in Psychology
- Minor in Public Health

**Graduate Certificate Programs**

**Graduate Certificate in Adult Learning**

The Adult Learning certificate can help students meet the increasing demand for qualified adult educators and training professionals. Students will explore a broad range of teaching techniques designed to help adult learners in areas that include adult literacy, vocational education, community programs, employee training, and self-enrichment.

**Certificate Requirements**

12 total semester credits

**Curriculum**

- EDUC 6171 - Theories and Frameworks for Adult Learning
- EDUC 6174 - Developing a Repertoire of Effective Teaching Practices
- EDUC 6175 - Planning, Assessing, and Improving Adult Learning
- EDUC 6176 - Facilitating Collaboration and Group Process

**Course Sequence**
The recommended course sequence is as follows:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>EDUC 6171 - Theories and Frameworks for Adult Learning</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>EDUC 6174 - Developing a Repertoire of Effective Teaching Practices</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>2</td>
<td>EDUC 6175 - Planning, Assessing, and Improving Adult Learning</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>EDUC 6176 - Facilitating Collaboration and Group Process</td>
<td>3 sem. cr.</td>
</tr>
</tbody>
</table>

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Graduate Certificate in College Teaching and Learning

The Graduate Certificate in College Teaching and Learning can help students gain the skills they need to meet the increasing demand for qualified college instructors. Students will discover the major steps in the teaching and learning process: planning, developing, and facilitating learning experiences and assessing outcomes. Online learning environments and student requirements in the virtual classroom will be explored. Credits earned in this certificate program may be applied toward Walden's MS in Higher Education with a specialization in College Teaching and Learning.

Certificate Requirements

12 total semester credit hours
Curriculum

EDUC 6757 - Planning for Learning
EDUC 6758 - Creating Engaging Learning Experiences
EDUC 6759 - Assessing for Learning
EDUC 6760 - Facilitating Learning Online

Course Sequence

The course sequence for this specialization is dependent upon the student's Program of Study. Students work directly with their student success advisor to ensure the appropriate course sequence based on course availability.

Note on Licensure

Walden's Graduate Certificate in College Teaching and Learning focuses on the development of scholarly teaching knowledge and skills. It does not necessarily provide individuals with all of the course credits required to teach in a particular academic discipline; therefore, additional subject-specific graduate credits may be needed. Individuals are responsible for ensuring that they meet the credentialing requirements of the institution where they want to teach. Walden makes no representation or guarantee that completion of this coursework will permit an individual to teach at a higher education institution.

Graduate Certificate in Curriculum, Instruction, and Assessment

This certificate is designed to give teachers the tools to plan, develop, and implement quality units and lessons with an emphasis on the important interrelationships between curriculum, instruction, and assessment. It sets the stage for refocusing and energizing planning so teachers' classrooms can become a place where students are motivated and engaged in meaningful learning.

This certificate also explores how teachers can be effective leaders of learning in their classrooms. Teachers learn the latest findings in neuroscience and apply a variety of teaching strategies that promote and foster real learning and achievement.

Certificate Requirements

12 total semester credit hours

Curriculum

EDUC 6651 - Teacher Leadership in the Classroom: Increasing Learning and Achievement
EDUC 6730 - Curriculum Design for Learning
EDUC 6731 - Assessment for Student Learning
EDUC 6734 - Differentiated Instruction (Accelerating)
Course Sequence

The recommended course sequence is as follows:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>EDUC 6730 - Curriculum Design for Learning</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>EDUC 6731 - Assessment for Student Learning</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>2</td>
<td>EDUC 6734 - Differentiated Instruction (Accelerating)</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>EDUC 6651 - Teacher Leadership in the Classroom: Increasing Learning and Achievement</td>
<td>3 sem. cr.</td>
</tr>
</tbody>
</table>

Note on Endorsement, Licensure, or Certification

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Graduate Certificate in Early Childhood Administration, Management, and Leadership

The Early Childhood Administration, Management, and Leadership certificate program is designed to prepare educators to effectively manage child care centers or administer programs for young children. Learners explore the essential components of effective early childhood programs and develop the practical personnel and business management skills they need to lead those programs. Coursework covers effective program practices; budget and resource allocation; and personnel recruitment, evaluation, and management. Learners also consider and are provided tools to respectfully address the impact of diversity, culture, and equity issues on early childhood development. Learners
can apply the credits they earn in this certificate program toward Walden’s MS in Early Childhood Studies with a specialization in Administration, Management, and Leadership.

**Note:** The Graduate Certificate in Early Childhood Administration, Management, and Leadership program is offered in two different learning modalities: the course-based modality and the competency-based modality, Tempo Learning®.

**Competency-Based Education**

In addition to the course-based option described below, students can choose to earn their Graduate Certificate in Early Childhood Administration, Management, and Leadership through the competency-based education modality. Upon successful completion of program requirements, students will earn the same Walden degree in either modality. See the Graduate Certificate in Early Childhood Administration, Management, and Leadership (Competency Based) page for program details.

**Course-Based Program**

**Certificate Requirements**

15 total semester credits

**Curriculum**

- EDUC 6161 - Effective Programs and Practices
- EDUC 6164 - Perspectives on Diversity and Equity
- EDUC 6166 - Developing People and Leading Teams
- EDUC 6167 - Budgeting and Allocating Resources
- EDUC 6168 - Planning and Managing Early Childhood Programs

**Course Sequence**

The recommended course sequence is as follows:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>EDUC 6161 - Effective Programs and Practices</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>EDUC 6164 - Perspectives on Diversity and Equity</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>2</td>
<td>EDUC 6166 - Developing People and Leading Teams</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>Semester</td>
<td>Course</td>
<td>Credits</td>
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<tr>
<td>3</td>
<td>EDUC 6167 - Budgeting and Allocating Resources</td>
<td>3 sem. cr.</td>
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<tr>
<td>3</td>
<td>EDUC 6168 - Planning and Managing Early Childhood Programs</td>
<td>3 sem. cr.</td>
</tr>
</tbody>
</table>

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Graduate Certificate in Early Childhood Administration, Management, and Leadership (Competency Based)

Tempo Learning® is Walden’s competency-based education modality, an alternative way of earning a Walden degree offered for some Walden programs. Instead of courses, the Walden Tempo Learning® program is comprised of competencies and rigorous assessments. Students progress through the Tempo Learning® model by successfully passing competency assessments. A student must successfully achieve or master all competency assessments to graduate from the program.

Students earn the same Walden degree whether they choose the course-based or the competency-based modality.

Certificate Requirements

15 total semester credits

Curriculum

EDUC 6161 - Effective Programs and Practices
EP002 Plan Developmentally Appropriate Curriculum
Plan developmentally appropriate curriculum in alignment with professional standards.
EP004 Evaluating Program Quality
   Apply professional standards, guidelines, and tools to evaluate the quality of early childhood programs and identify areas in need of improvement.

CC001 Engages Families and Communities
   Use best practices to engage families and communities in early childhood programs.

EDUC 6164 - Perspectives on Diversity and Equity

CR001 Culturally Responsive Practices
   Recommend culturally responsive practices to promote supportive and respectful partnerships with families and positive outcomes for young children.

CR002 Impact of Bias and Discrimination on Children, Families, and Communities
   Demonstrate an understanding of how bias and discrimination impact children, families, and communities.

CR003 Access, Equity, and Promoting Change
   Apply strategies to promote access, equity, and positive social change for young children, families, and the early childhood field.

EDUC 6166 - Developing People and Leading Teams

LD001 Ethical and Legal Considerations in Leadership
   Apply ethical principles and legal requirements to managing and leading diverse individuals and teams.

LD002 Leading and Developing Teams
   Plan strategies for managing, leading, and developing teams in early childhood contexts.

LD003 Organizational Culture
   Analyze organizational culture in early childhood contexts and its impact on staff, children, and families.

LD004 Recruiting, Developing, and Retaining Staff
   Apply best practices for the recruitment, professional development, performance evaluation, and retention of diverse staff in early childhood contexts.

EDUC 6167 - Budgeting and Allocating Resources

MP001 Creating Grant Proposals
   Create grant proposals to secure funding for an early childhood program.

MP003 Allocating Resources to Effectively Manage Programs and Facilities
   Use appropriate tools and strategies to budget for and allocate resources in support of early childhood programs and facilities.

MP004 Creating Budgets
   Create balanced budgets for early childhood programs.
EDUC 6168 - Planning and Managing Early Childhood Programs

LD005 Effective Program Planning
Plan elements of effective early childhood programs including mission and vision statements, a family handbook, a plan for family and community involvement, and a design for the indoor and outdoor physical environment.

MP005 Regulations in Early Childhood Settings
Identify state and federal regulations that apply to various early childhood settings.

MP002 Marketing in Early Childhood Programs
Apply effective strategies to market early childhood programs.

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Graduate Certificate in Early Childhood Advocacy and Public Policy

This program is no longer accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

Through the Graduate Certificate in Early Childhood Advocacy and Public Policy, educators are furnished the background knowledge and specialized skills they need to shape public policy and advocate effectively on behalf of young children, their families, and the field of early childhood studies. Learners explore current research and theories on child development; the essential components of effective early childhood programs; and local, state, national, and international perspectives on early childhood infrastructures. Coursework also examines practical strategies for effecting policy change and public opinion, including grant writing, coalition building, communications planning, and policy development. Learners can apply the credits they earn in this certificate program toward Walden's MS in Early Childhood Studies with a specialization in Early Childhood Public Policy and Advocacy.

Certificate Requirements

15 total semester credits
Curriculum

EDUC 6005 - Foundations: Early Childhood Studies
EDUC 6161 - Effective Programs and Practices
EDUC 6162 - Issues and Trends in the Early Childhood Field
EDUC 6765 - Early Childhood Systems
EDUC 6766 - Tools for Policymakers and Advocates

Course Sequence

The recommended course sequence is as follows:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>EDUC 6005 - Foundations: Early Childhood Studies</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>EDUC 6161 - Effective Programs and Practices</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>EDUC 6765 - Early Childhood Systems</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>3</td>
<td>EDUC 6766 - Tools for Policymakers and Advocates</td>
<td>3 sem. cr.</td>
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Graduate Certificate in Elementary Reading and Literacy

The Graduate Certificate in Elementary Reading and Literacy prepares educators to provide developmentally appropriate and culturally responsive literacy instruction to P–6 students of diverse abilities and backgrounds. Courses examine assessment methods, resources, and instructional strategies required to support beginning P–3 readers and developing readers in grades 4–6 by using the five pillars of reading as an organizational
framework (phonemic awareness, phonics, fluency, vocabulary, and comprehension). To support English-language learners (ELLs), educators examine the second-language acquisition process, learn to assess literacy proficiency, and select appropriate instruction materials. Educators learn to assess progress and differentiate instruction for both struggling and gifted readers. Effective collaboration skills are emphasized throughout the coursework. Credits earned from this certificate program may be applied toward Walden’s MS in Education with a specialization in Elementary Reading and Literacy (P–6).

*Walden University’s Graduate Certificate in Elementary Reading and Literacy does not lead to certification or licensure in elementary reading and literacy. Walden makes no representation, warranty, guarantee, or commitment that successful completion of this program or coursework for graduate credit within this program will permit a graduate to obtain state certification or licensure as an elementary reading and literacy teacher.

Certificate Requirements

15 total semester credits

Curriculum

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>READ 6705 - Reading and Literacy Today</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>READ 6706 - Literacy Development P–3</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>READ 6707 - Reading and Literacy Growth Grades 4–6</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>READ 6708 - Literacy in Culturally and Linguistically Diverse Classrooms</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>READ 6709 - Literacy in Academically Diverse Classrooms</td>
<td>3 sem. cr.</td>
</tr>
</tbody>
</table>

Course Sequence

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<td></td>
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<td>READ 6707 - Reading and Literacy Growth Grades 4–6</td>
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</tr>
<tr>
<td></td>
<td>READ 6708 - Literacy in Culturally and Linguistically Diverse Classrooms</td>
<td>3 sem. cr.</td>
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Graduate Certificate in Engaging Culturally Diverse Learners

Today's classrooms serve students and families of great diversity. So it is essential that teachers develop self-awareness and knowledge with regard to the complex influences of culture, language, and life experiences and explore the nature of diversity in today's society and in today's schools.

The courses in this certificate program offer teachers opportunities to explore current theories, research, and effective practices related to student diversity. Teachers study ways to meet student needs through models such as the Universal Design by Learning (UDL) and Differentiated Instruction (DI) as well as how to integrate technology to customize instruction. Teachers also have hands-on experiences in building a repertoire of research-based strategies for diverse learning environments. The goal of the certificate is for teachers to develop an approach that is appropriate for their students.

Certificate Requirements

12 total semester credits

Curriculum

EDUC 6650 - Enhancing Learning for Diverse Populations
EDUC 6657 - Creating an Effective Classroom Learning Environment
EDUC 6714 - Reaching and Engaging All Learners Through Technology
EDUC 6732 - Differentiated Instruction

Semester | Course | Credits
--- | --- | ---
3 | READ 6709 - Literacy in Academically Diverse Classrooms | 3 sem. cr.
Course Sequence

The recommended course sequence is as follows:

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<th>Semester</th>
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<td>EDUC 6650 - Enhancing Learning for Diverse Populations</td>
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<tr>
<td></td>
<td>EDUC 6732 - Differentiated Instruction</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>2</td>
<td>EDUC 6714 - Reaching and Engaging All Learners Through Technology</td>
<td>3 sem. cr.</td>
</tr>
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<td>EDUC 6657 - Creating an Effective Classroom Learning Environment</td>
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Graduate Certificate in Enrollment Management and Institutional Marketing

The Certificate in Enrollment Management and Institutional Marketing can help educators explore the latest techniques to attract and retain students in accordance with their institution's mission. Educators develop comprehensive strategies and utilize a range of communication and marketing tools to promote their institution and reach students. Credits earned in this certificate program may be applied toward Walden's MS in Higher Education with a specialization in Enrollment Management and Institutional Marketing.

Certificate Requirements
12 total semester credits

Curriculum

EDUC 6156 - Understanding Students: Learning, Development, and Diversity
EDUC 6755 - Principles of Marketing and Enrollment Management
EDUC 6756 - Emerging Trends in Marketing, Recruitment, and Institutional Promotion
EDUC 6761 - Globalization in Higher Education

Course Sequence

The recommended course sequence is as follows:

<table>
<thead>
<tr>
<th>Semester</th>
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<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>EDUC 6156 - Understanding Students: Learning, Development, and Diversity</td>
<td>3 sem. cr.</td>
</tr>
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<td></td>
<td>EDUC 6755 - Principles of Marketing and Enrollment Management</td>
<td>3 sem. cr.</td>
</tr>
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<td>2</td>
<td>EDUC 6756 - Emerging Trends in Marketing, Recruitment, and Institutional Promotion</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>EDUC 6761 - Globalization in Higher Education</td>
<td>3 sem. cr.</td>
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</table>

Graduate Certificate in Higher Education Leadership for Student Success

The Graduate Certificate in Higher Education Leadership for Student Success is intended to prepare educators to develop and lead higher education programs and services that can improve outcomes for an increasingly diverse student population. Learners examine the history and structure of the U.S. higher education system, as well as factors affecting student success, engagement, and retention. Coursework explores fundamental principles of adult learning, best practices for student success, methodologies for meeting the needs of underprepared and first-generation higher education students, and strategies for leading the institutional changes necessary to improve student outcomes. This program is designed to prepare leaders who can help higher education institutions meet their students’ needs more effectively and cost-efficiently. Learners can apply the credits they earn in this certificate program toward
Walden’s MS in Higher Education with a specialization in Leadership for Student Success.

Certificate Requirements

12 total semester credits

Curriculum

EDUC 6156 - Understanding Students: Learning, Development, and Diversity
EDUC 6263 - Best Practices for Student Success
EDUC 6751 - Creating Supportive Learning and Service Environments
EDUC 6752 - Leading Change in Student Support Programs

Course Sequence

The recommended course sequence is as follows:

<table>
<thead>
<tr>
<th>Semester</th>
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<td>EDUC 6156 - Understanding Students: Learning, Development, and Diversity</td>
<td>3 sem. cr.</td>
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<td>1</td>
<td>EDUC 6263 - Best Practices for Student Success</td>
<td>3 sem. cr.</td>
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<td>2</td>
<td>EDUC 6751 - Creating Supportive Learning and Service Environments</td>
<td>3 sem. cr.</td>
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<tr>
<td>2</td>
<td>EDUC 6752 - Leading Change in Student Support Programs</td>
<td>3 sem. cr.</td>
</tr>
</tbody>
</table>

Graduate Certificate in Integrating Technology in the Classroom

Educators must stay apprised of the latest technologies that support teaching and learning. This certificate provides teachers with the 21st-century knowledge, strategies, and skills to create effective and motivating learning environments, while actively engaging today's technologically savvy students.

The courses in the certificate provide hands-on, practical opportunities to create learner-centered classrooms using the latest digital technologies. Teachers study ways
to meet the needs of diverse learners by incorporating new technologies into instruction across grade levels and content areas.

Certificate Requirements

12 total semester credits

Curriculum

EDUC 6710 - Understanding the Impact of Technology on Education, Work, and Society
EDUC 6711 - Bridging Learning Theory, Instruction, and Technology
EDUC 6712 - Supporting Information Literacy and Online Inquiry in the Classroom
EDUC 6713 - Integrating Technology Across the Content Areas

Course Sequence

The recommended course sequence is as follows:

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<tr>
<th>Semester</th>
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<tbody>
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<td>1</td>
<td>EDUC 6710 - Understanding the Impact of Technology on Education, Work, and Society</td>
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<td>EDUC 6711 - Bridging Learning Theory, Instruction, and Technology</td>
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<tr>
<td>2</td>
<td>EDUC 6712 - Supporting Information Literacy and Online Inquiry in the Classroom</td>
<td>3 sem. cr.</td>
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<td>EDUC 6713 - Integrating Technology Across the Content Areas</td>
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**Graduate Certificate in Mathematics 5–8**

This five-course certificate is designed to expand the middle school mathematics teacher’s repertoire of instructional strategies and resources. Using the Common Core State Standards and the National Council of Teachers of Mathematics content and process standards as a framework, students in these courses explore key topics in a well-balanced middle school program, including number systems and operations; geometric thinking and measurement; algebraic reasoning, functions, and equations; and data, probability, and statistical reasoning. The emphases of the program are the proportional reasoning and algebraic thinking skills critical to student success in high school mathematics as well as methods for assessing mathematics skills and knowledge, addressing misconceptions, and engaging students through mathematical modeling and multiple representations.

**Certificate Requirements**

15 total semester credits

**Curriculum**

- **MATH 6551 - Understanding Number Systems and Operations**
- **MATH 6552 - Geometric Thinking and Measurement**
- **MATH 6553 - Algebraic Reasoning, Functions, and Equations**
- **MATH 6554 - Data, Probability, and Statistical Reasoning**
- **MATH 6561 - Learning and Teaching Mathematics**

**Course Sequence**

The course sequence for this specialization is dependent upon the student's Program of Study. Students work directly with their student success advisor to ensure the appropriate course sequence based on course availability.

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Graduate Certificate in Mathematics K–6

This five-course certificate is designed for K–6 teachers who wish to deepen their own mathematical expertise as they expand their repertoire of instructional strategies and resources. Using the Common Core State Standards and the National Council of Teachers of Mathematics content and process standards as a framework, the focus of these courses is on preparing teachers to assess K–6 students' existing mathematical knowledge and skills, plan interventions, and engage students. Course topics include practical strategies for teaching the base ten number system and operations; measurement, data, and geometric thinking; and rational numbers and proportional reasoning.

Certificate Requirements

15 total semester credits

Curriculum

- MATH 6561 - Learning and Teaching Mathematics
- MATH 6562 - The Base Ten Number System and Operations: Addition/Subtraction
- MATH 6563 - The Base Ten Number System and Operations: Multiplication/Division
- MATH 6564 - Measurement, Data, and Geometric Thinking
- MATH 6565 - Understanding Rational Numbers and Proportional Reasoning

Course Sequence

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Graduate Certificate in Online Teaching for Adult Educators

The Graduate Certificate in Online Teaching for Adult Educators prepares educators to design and deliver online courses and programs geared to adult learners. Grounded in adult learning theory, courses examine how to leverage new technologies to enhance the adult learning process; analyze, select, and design the online instructional strategies most effective for adult learners; integrate course management tools and multimedia technologies into synchronous and asynchronous environments; and assess student learning in those environments.

Certificate Requirements

12 total semester credits

Curriculum

EDUC 6171 - Theories and Frameworks for Adult Learning
EDUC 6177 - Using Technology to Enhance Adult Learning
EDUC 6179 - Online Instructional Strategies for Adult Learners
EDUC 6180 - Assessments in Online Environments for Adult Learners

Course Sequence

The recommended course sequence is as follows:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>EDUC 6171 - Theories and Frameworks for Adult Learning</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>EDUC 6177 - Using Technology to Enhance Adult Learning</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>2</td>
<td>EDUC 6179 - Online Instructional Strategies for Adult Learners</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>EDUC 6180 - Assessments in Online Environments for Adult Learners</td>
<td>3 sem. cr.</td>
</tr>
</tbody>
</table>

Graduate Certificate in Reading and Literacy K–12

This program is no longer accepting new students. Current students must complete their programs of study in accordance with Walden’s Time-to-Degree Completion policies.
In this certificate program, students can develop the skills and experience needed to become effective reading and literacy educators, satisfy additional teaching requirements, or transition to a different focus in their career. Through an exploration of reading research, theories, and practices, they can gain an understanding of how to diagnose reading difficulties and assess solutions. The program blends subjects like theory, critical thinking, and promotion of literacy development. Upon completion of the certificate program, educators will be better equipped to support their students to apply literacy skills and effectively connect, interpret, and discern the intricacies of the English language.

Certificate Requirements

12 total semester credits

Curriculum

EDUC 6631 - Foundations of Reading: Theory, Research, and Practice
EDUC 6632 - Assessment and Instruction to Promote Literacy Development
EDUC 6633 - Reading, Writing, and Critical Thinking in Content Disciplines
EDUC 6634 - Assessment and Intervention for Students With Reading Difficulties

Course Sequence

The recommended course sequence is as follows:

<table>
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<tr>
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<td>3 sem. cr.</td>
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<td>2</td>
<td>EDUC 6633 - Reading, Writing, and Critical Thinking in Content Disciplines</td>
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**Graduate Certificate in Science, Grades K–8**

The Graduate Certificate in Science, Grades K–8 strengthens educators' understanding of key science concepts and prepares them to transfer that knowledge to the K–8 classroom. Educators explore the nature and history of science, environmental science, physical phenomena, ecology, and earth science. Throughout these courses, educators engage actively in the scientific process, learning how to apply the tools of scientific inquiry, discovery, and hypothesis to deepen their own understanding and create engaging K–8 learning experiences. Educators consider emerging trends and issues in science and science education, including genetic engineering, biotechnologies, climate change, and the demand for increased science, technology, engineering, and mathematics (STEM) instruction. Credits earned from this certificate program may be applied toward Walden’s MS in Education with a specialization in Science (Grades K–8).

**Certificate Requirements**

15 total semester credits

**Curriculum**

- SCIE 6660 - The Nature of Science
- SCIE 6661 - Exploring the Physical World
- SCIE 6662 - Investigating the Living World
- SCIE 6663 - Exploring the Earth and Beyond
- SCIE 6664 - Looking Into the Future of Science and Education

**Course Sequence**

The course sequence for this specialization is dependent upon the student's Program of Study. Students work directly with their student success advisor to ensure the appropriate course sequence based on course availability.

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Graduate Certificate in Special Education

The Graduate Certificate in Special Education prepares educators to develop effective literacy and behavioral interventions, differentiate instruction, and collaborate successfully to support diverse special needs students. Course topics include: research-based approaches to monitoring progress and designing and delivering standards-based instruction in the content areas; methods for identifying reading and writing disabilities and devising appropriate interventions; and advanced behavior assessment, management, and intervention practices. Courses emphasize the importance of professional collaboration in serving special needs students.

Certificate Requirements

12 total semester credits

Curriculum

- EDUC 6780 - Exploring Leadership, Collaboration, and Consultation
- EDUC 6791 - Special Education: Honoring Due Process (Accelerating)
- EDUC 6782 - Supporting Effective Evaluation and Assessment Practices
- EDUC 6784 - Adapting Instruction Using Evidence-Based Strategies

Course Sequence

The recommended course sequence is as follows:

<table>
<thead>
<tr>
<th>Semester</th>
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<td>EDUC 6780 - Exploring Leadership, Collaboration, and Consultation</td>
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<td>3 sem. cr.</td>
</tr>
<tr>
<td>Semester</td>
<td>Course</td>
<td>Credit</td>
</tr>
<tr>
<td>----------</td>
<td>------------------------------------------------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>2</td>
<td>EDUC 6782 - Supporting Effective Evaluation and Assessment Practices</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>EDUC 6784 - Adapting Instruction Using Evidence-Based Strategies</td>
<td>3 sem. cr.</td>
</tr>
</tbody>
</table>

**Note on Endorsement, Licensure, or Certification**

*This program does not lead to an endorsement, certification, or licensure. Walden makes no representation, warranty, guarantee, or commitment that successful completion of this program or coursework for graduate credit within this program will permit a graduate to obtain state certification or licensure.*

*The graduate degree program and coursework within the program in which you are enrolling may be accepted by many states toward upgrading or renewing a license or obtaining a salary increase (depending on state or district policy). Teachers are advised to contact their individual school districts as to whether this program may qualify for salary advancement. Walden enrollment specialists can provide guidance on program requirements; however, it remains the individual’s responsibility to understand and comply with all state and school district requirements.*

**Graduate Certificate in Teacher Leadership**

This certificate helps teachers establish leadership qualities and build upon existing expertise while renewing excitement about teaching. The courses address key challenges, such as the changing educational environment, parent involvement, and raising student achievement. Teachers study ways to lead with confidence while leveraging the latest research to guide decisions and mentor others throughout the learning community.

**Certificate Requirements**

12 total semester credits

**Curriculum**

EDUC 6647 - Dynamic Teacher Leadership
EDUC 6651 - Teacher Leadership in the Classroom: Increasing Learning and Achievement
EDUC 6655 - Teacher Leadership: Mentoring, Coaching, and Collaboration With Colleagues
EDUC 6659 - Teacher Leadership in Professional Learning Communities

**Course Sequence**
The recommended course sequence is as follows:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>EDUC 6647 - Dynamic Teacher Leadership</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>EDUC 6651 - Teacher Leadership in the Classroom: Increasing Learning</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>and Achievement</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>EDUC 6655 - Teacher Leadership: Mentoring, Coaching, and Collaboration</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>With Colleagues</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDUC 6659 - Teacher Leadership in Professional Learning Communities</td>
<td>3 sem. cr.</td>
</tr>
</tbody>
</table>

Note on Endorsement, Licensure, or Certification

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Graduate Certificate in Teaching and Diversity in Early Childhood Education

The Graduate Certificate in Teaching and Diversity in Early Childhood Education seeks to prepare educators to understand and address the role that diversity—cultural, socioeconomic, and otherwise—plays in child development and learning. Educators examine the types and stages of early childhood development with a focus on the role of cultural and linguistic diversity; essential components of effective early childhood programs; and the impact of access, equity, and social justice on child development and early childhood programming. Educators also study approaches to meeting the needs of English language learners, children on the autism spectrum, and children with developmental delays. Coursework explores practical strategies for planning curricula, teaching and assessing young children, and referring children to appropriate resources. Learners can apply the credits they earn in this certificate program toward Walden's MS
in Early Childhood Studies with a specialization in Teaching and Diversity in Early Childhood Education.

Certificate Requirements

15 total semester credits

Curriculum

EDUC 6160 - Early Childhood Development
EDUC 6161 - Effective Programs and Practices
EDUC 6164 - Perspectives on Diversity and Equity
EDUC 6357 - Diversity, Development, and Learning
EDUC 6358 - Strategies for Working With Diverse Children

Course Sequence

The recommended course sequence is as follows:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>EDUC 6160 - Early Childhood Development</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>EDUC 6161 - Effective Programs and Practices</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>2</td>
<td>EDUC 6164 - Perspectives on Diversity and Equity</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>EDUC 6357 - Diversity, Development, and Learning</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>3</td>
<td>EDUC 6358 - Strategies for Working With Diverse Children</td>
<td>3 sem. cr.</td>
</tr>
</tbody>
</table>

Note on Endorsement, Licensure, or Certification

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The graduate degree program and coursework within the program in which you are enrolling may be accepted by many states toward upgrading or renewing a license or obtaining a salary increase (depending on state or district policy). Teachers are advised to contact their individual school districts as to whether this program may qualify for salary advancement. Walden enrollment specialists can provide guidance on program requirements; however, it remains the individual’s responsibility to understand and comply with all state and school district requirements.
Graduate Certificate in Teaching English Language Learners

This program is no longer accepting new students. Current students must complete their programs of study in accordance with Walden’s Time-to-Degree Completion policies.

This four-course, graduate certificate program provides effective strategies for: teaching English as a Second Language (ESL); making content accessible to English Language Learners (ELLs); and creating collaborative, culturally responsive learning environments. Coursework explores language acquisition theory and research as well as language-learning programs such as dual language immersion, transitional bilingual education, and structured English immersion. Participants learn practical methods for integrating content and literacy objectives to help K–12 students master both subject matter and English listening, speaking, reading, and writing skills. Courses also introduce a variety of assessment tools and interpretative techniques for evaluating language proficiency and guiding instructional approaches.

Certificate Requirements

12 total semester credits

Curriculum

EDUC 6726 - Understanding the English Language Learner
EDUC 6727 - Strategies for Teaching English as a Second Language
EDUC 6728 - Strategies for Teaching Content to English-Language Learners
EDUC 6729 - Assessment and the English-Language Learner

Course Sequence

The recommended course sequence is as follows:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>EDUC 6726 - Understanding the English Language Learner</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>EDUC 6727 - Strategies for Teaching English as a Second Language</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>2</td>
<td>EDUC 6728 - Strategies for Teaching Content to English-Language Learners</td>
<td>3 sem. cr.</td>
</tr>
</tbody>
</table>
Note on Endorsement, Licensure, or Certification

This program does not lead to an endorsement, certification, or licensure. Walden makes no representation, warranty, guarantee, or commitment that successful completion of this program or coursework for graduate credit within this program will permit a graduate to obtain state certification or licensure.

The graduate degree program and coursework within the program in which you are enrolling may be accepted by many states toward upgrading or renewing a license or obtaining a salary increase (depending on state or district policy). Teachers are advised to contact their individual school districts as to whether this program may qualify for salary advancement. Walden enrollment specialists can provide guidance on program requirements; however, it remains the individual's responsibility to understand and comply with all state and school district requirements.

Graduate Certificate in Teaching K–12 Students Online

This certificate prepares teachers to design and deliver online instruction that meets the diverse needs of learners today. Through the courses in this certificate, teachers study ways to create learning experiences that interest, engage, and motivate students. Teachers will be able to accurately assess the progress of learners, while also creating a sense of community where all interactions are meaningful, collaborative, safe, and ethical.

Certificate Requirements

12 total semester credits

Curriculum

EDUC 6570 - Distance Education
EDUC 6571 - Online Instruction
EDUC 6572 - Online Assessment
EDUC 6573 - Trends and Issues in K–12 Online Learning

Course Sequence

The recommended course sequence is as follows:
Post-Baccalaureate Certificate in Instructional Design and Technology

Walden University offers a four-course certificate program in Instructional Design and Technology with specializations in Instructional Design, Online Learning, and Training and Performance Improvement. Depending on the specialization chosen, this certificate will demonstrate to current or potential employers that students have mastered the foundational concepts and principles related to instructional design, distance learning, learning theories, and program effectiveness.

Students who successfully complete the certificate can apply the certificate credits toward Walden’s MS in Instructional Design and Technology degree program.

Specializations

- Instructional Design
- Online Learning
- Training and Performance Improvement

Certificate Requirements

12 total semester credit hours

Additional Technology Requirements

Note: In addition to Walden’s general technical requirements, this program has additional technology requirements:

- Windows Vista or Mac OS X
- Free, downloadable software programs that may be required in order to complete the course and program requirements
Course Sequence

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Core Course</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>Certificate Course 1</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>2</td>
<td>Certificate Course 2</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>Certificate Course 3</td>
<td>3 sem. cr.</td>
</tr>
</tbody>
</table>

Master's Degree Programs

**MS in Developmental Psychology**

The focus of this program is on analysis and application of the theories, methods, approaches, and principles of developmental psychology. The MS in Developmental Psychology and its specializations will include courses in developmental themes and theories; cognitive development; language acquisition; social and emotional development; family processes, peer influence, and relationships; the impact of digital media on development; international perspectives on development, gerontology, health behavior, administration and leadership; developmental psychopathology; behavior analysis; and the study of gender, culture, and human development. Students will be able to apply their knowledge of developmental psychology to promote positive social change in the lives of children, teens, adults, and the community.

**Learning Outcomes**

Upon completion of the MS in Developmental Psychology program, students will be able to:

- Describe the theoretical foundations of developmental psychology.
- Demonstrate the ability to apply principles of developmental psychology in areas of cognitive, language, social, and emotional functioning across the human development lifespan.
- Synthesize principles of developmental psychology theory and research.
- Apply principles of developmental psychology theory and research to real-world educational, social, health, and other settings.
- Interpret psychological theory and research related to developmental psychology.
Describe developmental psychological theory, research, and practice from a multicultural and/or global perspective.
Promote positive social change through the application of developmental psychology theory, research, and practice to scholarly and/or professional activities that promote positive social change.

Specializations

General
Administration and Leadership
Adult Development and Gerontology
Child and Adolescent Development
Health and Human Development
International Perspectives
Self-Designed

Degree Requirements

Total 48 quarter cr.
Foundations (3 quarter cr.)
Core courses (33 quarter cr.)
Specialization courses (15 quarter cr.)
Capstone (5 quarter cr.)

Core Curriculum

Foundation Course (3 cr.)

DPSY 6002 - Foundations for Graduate Study in Psychology

Core Courses (25 cr.)

DPSY 6111 - Themes and Theories of Developmental Psychology
DPSY 6215 - Lifespan Development
DPSY 6218 - Gender and Human Development
DPSY 6121 - Development in the Digital Age
RSCH 6110 - Research Theory, Design, and Methods

Specialization Courses (15 cr.)

These courses are dependent upon the particular specialization. Please see the course list on each specialization page.
Capstone Course (5 cr.)

DPSY 6393 - Capstone

Course Sequence

Students undertake courses in the following sequence.

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>DPSY 6002 - Foundations for Graduate Study in Psychology</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>DPSY 6111 - Themes and Theories of Developmental Psychology</td>
<td>5 cr.</td>
</tr>
<tr>
<td>2</td>
<td>DPSY 6215 - Lifespan Development</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>DPSY 6218 - Gender and Human Development</td>
<td>5 cr.</td>
</tr>
<tr>
<td>3</td>
<td>DPSY 6121 - Development in the Digital Age</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>RSCH 6110 - Research Theory, Design, and Methods</td>
<td>5 cr.</td>
</tr>
<tr>
<td>4</td>
<td>Specialization Course 1</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>Specialization Course 2</td>
<td>5 cr.</td>
</tr>
<tr>
<td>5</td>
<td>Specialization Course 3</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>DPSY 6393 - Capstone</td>
<td>5 cr.</td>
</tr>
</tbody>
</table>

Note on Licensure

*The MS in Developmental Psychology is not a licensure-leading program and does not prepare an individual to become a licensed psychology or counseling professional.*

**MS in Early Childhood Studies**

In this program, students gain the knowledge and leadership skills necessary for emerging roles in the field. The program allows students to deepen their understanding of child development and learning, and effective programs and practices, as well as explore current issues and trends.

Through field experience, students gain guided practice and experience as they learn how play, creativity, and the content areas of language arts, social studies, math, and
science can draw on and promote children’s curiosity, individual interests, and positive attitudes toward learning. Throughout the entire program experience, students will learn to become skillful communicators, team members, relationship-builders, and collaborators with families, colleagues, and agencies. Knowledge gained regarding equity and inclusion will help students to become advocates for social change in the field of early childhood.

**Note:** The MS in Early Childhood Studies program is offered in two different learning modalities: the course-based modality and the competency-based modality, Tempo Learning®.

**Learning Outcomes**

At the end of this program, educator professionals will be able to:

- Explain practices that promote healthy child development in diverse populations.
- Evaluate inquiry-based child-centered practices that promote play, creativity, and individual growth, exploration and discovery.
- Develop meaningful learning experiences that are responsive to the individual strengths and needs of children.
- Analyze assessment processes used to promote positive outcomes for every child.
- Analyze effective partnerships that foster children's healthy development and learning.
- Analyze current research to inform best practices in early childhood education.
- Evaluate one's professional growth as a leader and advocate in the early childhood field.
- Create opportunities for positive social change as a leader and advocate within the field of early childhood.

**Competency-Based Education**

In addition to the course-based option described below, students can choose to earn their MS in Early Childhood Studies through the competency-based education modality. Upon successful completion of program requirements, students will earn the same Walden degree in either modality. See the MS in Early Childhood Studies (Competency Based) page for program details.

**Course-Based Program**

**Specializations**
General Program (see below)
Administration, Management, and Leadership
Early Childhood Administration, Management, and Leadership
Early Childhood Public Policy and Advocacy
Teaching Adults in the Early Childhood Field
Teaching and Diversity in Early Childhood Education

Degree Requirements

30–36 total semester credits (30 sem. cr. General program; 36 sem. cr. Early Childhood Administration, Management, and Leadership specialization)
Core courses (27 sem. cr.)
Specialization courses (6 sem. cr.)
Capstone (3 sem. cr.)

Core Curriculum

Foundation Course (3 sem. cr.)
EDUC 6003 - Foundations of Early Childhood Professionalism

Core Courses (27 sem. cr.)
EDUC 6101 - The Developing Brain and the Young Child
EDUC 6102 - Family and Community Partnerships
EDUC 6103 - Play and Creativity
EDUC 6104 - Engaging Environments
EDUC 6106 - Meaningful Curriculum P–3
EDUC 6107 - Observation and Assessment 0–8
EDUC 6108 - Intentional and Responsive Practice in the Content Areas P–3
EDUC 6109 - Meaningful Learning Experiences: P–3

Specialization Courses (6 sem. cr.)

These courses are dependent upon the particular specialization. Please see the course list on each specialization page.

Capstone Course (3 sem. cr.)
EDUC 6918 - Capstone: Leadership and Advocacy in the Early Childhood Field

Course Sequence

The recommended course sequence is as follows:
<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>EDUC 6003 - Foundations of Early Childhood Professionalism</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>EDUC 6101 - The Developing Brain and the Young Child</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>2</td>
<td>EDUC 6102 - Family and Community Partnerships</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>EDUC 6103 - Play and Creativity</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>3</td>
<td>EDUC 6104 - Engaging Environments</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>EDUC 6106 - Meaningful Curriculum P–3</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>4</td>
<td>EDUC 6107 - Observation and Assessment 0–8</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>EDUC 6108 - Intentional and Responsive Practice in the Content Areas P–3</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>5–6</td>
<td>EDUC 6109 - Meaningful Learning Experiences: P–3</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>Specialization Course</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>Specialization Course</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>EDUC 6918 - Capstone: Leadership and Advocacy in the Early Childhood Field</td>
<td>3 sem. cr.</td>
</tr>
</tbody>
</table>

Note on Teacher Licensure or Certification
This program does not lead to teacher licensure or certification. Teachers are advised to contact their individual school districts as to whether this program may qualify for salary advancement.

**MS in Education**

Walden’s fully online MS in Education program centers on the strategies that are intended to lead to greater student achievement and teacher success. The program’s specializations teach advanced skills that are designed to improve student learning. Each specialization area encourages educators to put their new skills to the test in actual classroom and school settings and to continually challenge the results of teaching and learning.

**Learning Outcomes**

At the end of this program, educator professionals will be able to:

- Apply pedagogical and discipline-specific knowledge, skills, and dispositions to support the learning and development of P–12 students.
- Design learning experiences that incorporate students’ strengths by building on prior background and addressing the learning needs of a diverse student population.
- Use data-informed practices to design, implement, and assess differentiated instruction within and across disciplines to promote student learning, critical thinking, and real-world application of knowledge and skills in technology-rich environments.
- Apply data-informed assessments to monitor student achievement, guide instructional planning, and ensure continuous improvement.
- Collaborate with families, communities, and other professionals to promote positive social change.

See also Learning Outcomes for each specialization.

**Specializations**

- Curriculum, Instruction, and Assessment (Grades K–12)
- Accelerated Curriculum, Instruction, and Assessment (Grades K–12)
- Educational Leadership and Administration (International – Non-Licensure)
- Educational Leadership and Administration (Principal Preparation - Licensure)
- Elementary Education (12-Month Option)
- Elementary Education (16-Month Option)
- Elementary Education (20-Month Option)
- Elementary Reading and Literacy (P–6)
- Accelerated Elementary Reading and Literacy (Grades P–6)
Elementary Reading and Mathematics (Grades K–6)
Accelerated Elementary Reading and Mathematics (Grades K–6)
Integrating Technology in the Classroom (Grades K–12)
Accelerated Integrating Technology in the Classroom (Grades K–12)
Mathematics (Grades 5–8)
Mathematics (Grades K–6)
Mathematics and Science (Grades K–8)
Science (Grades K–8)
Self-Designed
Special Education (Grades K–12)
Accelerated Special Education (Grades K–12)
STEM Education (Grades K–8)
Teacher Leadership (Grades K–12)
Accelerated Teacher Leadership (Grades K–12)

Degree Requirements

Degree requirements are dependent upon the particular specialization. Please see each specialization page for more details.

Classroom access is strongly recommended for students enrolled in this master’s degree program. Educators who do not have such access must find a student or group of students to work with when asked to apply their new knowledge and reflect on the results. Students without classroom access will not be given alternative assignments.

Curriculum

The MS in Education program is offered on a semester system. Each specialization has a planned sequence of courses.

Course Sequence

The sequence of courses for this program is dependent upon the specialization. Please see the course sequence chart on each specialization page.

Note on Teacher Licensure or Certification

The only MS in Education specialization offered by Walden that is state-approved as leading to any educational license or certification is the MS in Education, Educational Leadership and Administration (Principal Licensure Program), which has been approved in Ohio for leading to Building Level Principal Licensure (grades preK–6, grades 4–9, and grades 5–12). No other MS in Education specialization will lead to teacher licensure or
certification. Teachers are advised to contact their individual school districts as to whether this program may qualify for salary advancement.

**MS in Health Education and Promotion**

The MS in Health Education and Promotion program is designed to provide students with a global perspective on the role of health education and promotion. Students will explore health behavior theories, models, and practices to support healthy behaviors of the individual and community member’s social and physical environments. Students gain a solid foundation in the health education field by learning strategies to effectively communicate and assess, plan, implement, and evaluate health education programs in a variety of health related settings. Designed to reflect the Seven Areas of Responsibility for Health Educators outlined by the National Commission for Health Education Credentialing (NCHEC), coursework includes research in essential health education and promotion principles involving grant writing, health communication, fitness, wellness, social sciences, behavior change theory, global trends, needs assessments, and current health initiatives. Graduates of the program will excel serving as resource persons and advocates for clients in the discipline of health education and promotion. Upon completion of the MS in Health Education and Promotion, students will be prepared to sit for the national Certified Health Education Specialist (CHES) and Master Certified Health Education Specialist (MCHES) exams.

**Learning Outcomes**

Graduates of this program will be prepared to:

- Examine historic milestones, current challenges, and future trends related to health and health education.
- Analyze biological, social, political, cultural, environmental, and/or behavioral factors that impact individual and population health.
- Assess community needs and capacity for health education.
- Develop culturally-tailored health education programs and communication using health behavior theories and models.
- Evaluate the effectiveness of health education programs, communication, and research.
- Apply key leadership concepts and skills to effectively administer health education programs and services.
- Utilize best practices of health communication to promote and advocate for individual and population health.
- Apply research principles and methods to address 21st-century health challenges.
Focus Areas

These previous MS in Health Education and Promotion focus areas are no longer accepting new students. Current students in these focus areas must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

- Emergency Preparedness
- Health Policy and Advocacy
- Population Health
- Self-Designed
- Social Entrepreneurship and Innovation

Degree Requirements

- 50 total quarter credits
- Foundation courses (5 cr.)
- Core courses (35 cr.)
- Elective course (5 cr.)
- Capstone course (5 cr.)

Curriculum

Foundation Course (5 cr.)

- HLTH 6005 - Perspectives on Health and the Developing Professional

Core Courses (35 cr.)

- HLTH 6031 - Public Health Administration and Leadership
- HLTH 6038 - Health Behavior Theory
- HLTH 6110 - Exploring Health Education in the 21st Century
- HLTH 6205 - Assessing Community Needs for Health Education
- HLTH 6246 - Introduction to Research in Health Education and Health Promotion
- HLTH 6412 - Health Education and Communication Strategies
- HLTH 6475 - Program Planning, Implementation, and Evaluation

Elective Course (5 cr.)

- HLTH 6207 - Grant Writing
- HLTH 6362 - Sexual Health and Well-Being

* Students can request via Student Success Advising to change this elective course, or students can opt to add a focus area.
Capstone Course (5 cr.)

**HLTH 6800 - Health Education and Promotion Capstone**

Course Sequence

The recommended course sequence is as follows:

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>HLTH 6005 - Perspectives on Health and the Developing Professional ◆</td>
<td>5 cr.</td>
</tr>
<tr>
<td>2</td>
<td>HLTH 6110 - Exploring Health Education in the 21st Century ◆</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>HLTH 6246 - Introduction to Research in Health Education and Health Promotion ◆</td>
<td>5 cr.</td>
</tr>
<tr>
<td>3</td>
<td>HLTH 6038 - Health Behavior Theory ◆</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>HLTH 6205 - Assessing Community Needs for Health Education ◆</td>
<td>5 cr.</td>
</tr>
<tr>
<td>4</td>
<td>HLTH 6475 - Program Planning, Implementation, and Evaluation ◆</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>HLTH 6412 - Health Education and Communication Strategies ◆</td>
<td>5 cr.</td>
</tr>
<tr>
<td>5</td>
<td>HLTH 6031 - Public Health Administration and Leadership ◆</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>HLTH 6207 - Grant Writing ◆ OR HLTH 6362 - Sexual Health and Well-Being</td>
<td>5 cr.</td>
</tr>
<tr>
<td>6</td>
<td>HLTH 6800 - Health Education and Promotion Capstone</td>
<td>5 cr.</td>
</tr>
</tbody>
</table>

**Note on Certification**

The MS in Health Education and Promotion has been designed to reflect the Seven Areas of Responsibility for Health Educators outlined by the National Commission for Health Education Credentialing (NCHEC) and to prepare students to sit for the national Certified Health Education Specialist (CHES) and Master Certified Health Education Specialist (MCHES) exams. Walden enrollment specialists can provide information relating to national certification exams; however, it remains the individual’s responsibility to understand, evaluate, and comply with all requirements relating to national certification exams for the state in which he or she resides. Additionally, prospective students are advised if they choose to relocate to carefully review, evaluate, and understand the requirements of the applicable licensure board in the state in which they intend to relocate. Walden makes no representations or guarantee that completion of
Walden coursework or programs will permit an individual to obtain national certification. For more information about the CHES and MCHES exams, students should visit http://www.nchee.org.

**MS in Higher Education**

The MS in Higher Education is designed for individuals who want to make a positive impact on students and staff in 4-year colleges, community colleges, and universities to enhance their institution’s ability to successfully contribute to social equity and positive change. Students will learn to think creatively and critically about the challenges facing higher education institutions and provide expertise in addressing these challenges. Learning activities emphasize the application of research-based best practices from business leadership and management, student learning and support, and systems thinking to maximize institutional effectiveness. Critical issues in higher education policy, administration, emerging technologies, legal and ethical issues, and governance are addressed throughout the program in the context of real-world problems facing today’s colleges.

**Learning Outcomes**

At the end of this program, educator professionals will be able to:

- Apply an understanding of higher education systems, business principles, and student learning in solving institutional problems to drive institutional and student success.
- Make effective decisions based on critical evaluation of research and data.
- Articulate the perspectives and interests of multiple stakeholders.
- Choose leadership approaches appropriate to the culture of the organization.
- Demonstrate an ability to deploy resources to achieve intended results.
- Evaluate the potential impact of policies and processes on student outcomes.

**Specializations**

- General Program
- Adult Learning
- College Teaching and Learning
- Enrollment Management and Institutional Marketing
- Global Higher Education
- Leadership for Student Success
- Online and Distance Learning

**Degree Requirements**

- 30 total semester credits
Foundation course (3 sem. cr.)
Core courses (12–27 sem. cr., depending on the specialization)
Specialization courses (0–12 sem. cr., depending on the specialization)
Capstone course (3 sem. cr.)
Minimum 5 semesters enrollment

Curriculum

Foundation Course (3 sem. cr.)

EDUC 6155 - Understanding Higher Education

Core Courses (12 sem. cr.)

EDUC 6156 - Understanding Students: Learning, Development, and Diversity
EDUC 6157 - Understanding Institutions: Organizational Behavior and Culture
EDUC 6158 - Using Research and Data to Drive Decision Making
EDUC 6263 - Best Practices for Student Success

Additional Core Courses/Specialization Courses

These courses are dependent upon the particular specialization. Please see the course list on each specialization page.

Capstone Course (3 sem. cr.)

EDUC 6960 - Capstone: Master's Project

Course Sequence

The sequence of courses for this program is dependent upon the specialization. Please see the course sequence chart on each specialization page.

Note on Teacher Licensure or Certification

This program does not lead to teacher licensure or certification. Teachers are advised to contact their individual school districts as to whether this program may qualify for salary advancement.

MS in Instructional Design and Technology

The MS in Instructional Design and Technology provides students with foundational knowledge about how people learn plus the skills they need to be able to design and
assess curricula across a variety of instructional settings. The program delivers the perfect balance of leadership, problem-solving skills, academic theory, and hands-on experience students need to excel. Students gain the knowledge, skills, and experience they will need to enter or advance in the instructional design field in the corporate, education, or nonprofit sectors.

The MS in Instructional Design and Technology courses are aligned with the standards of the Association for Education Communications and Technology (AECT). These standards are critical indicators of quality in instruction through technology, and their inclusion reflects the integrity of the Walden University learning experience, as well as its relevancy in professional and educational settings.

Learning Outcomes

At the end of this program, educator professionals will be able to:

- Design and implement conditions for learning by applying principles, theories, and research associated with instructional systems design, message design, instructional strategies, and learner characteristics.
- Develop instructional materials and experiences by applying principles, theories, and research related to print, audiovisual, computer-based, and integrated technologies.
- Use processes and resources for learning by applying principles, theories, and research related to media utilization, diffusion, implementations, and policy making.
- Plan, organize, coordinate, and supervise instructional technology by applying principles, theories, and research related to project, resource, delivery system, and information management.
- Evaluate the adequacy of instruction and learning by applying principles, theories, and research related to problem analysis, criterion references measurement, formative and summative evaluation, and long-range planning.
- Demonstrate the ability to facilitate equitable access to instructional materials for all learners.
- Demonstrate the ability to apply common technology tools to create innovative learning solutions and materials.

Specializations

- General (below)
- Online Learning
- Training and Performance Improvement
Degree Requirements

30 total semester credits; 36 sem. cr. for specializations
Core courses (27 sem. cr.)
Capstone course (3 sem. cr.)
Optional specialization courses (6 sem. cr.)

Curriculum

Core Courses (27 sem. cr.)

EDUC 6105 - Organizations, Innovation, and Change
EDUC 6115 - Learning Theories and Instruction
EIDT 6121 - Multimedia Design and Development I
EIDT 6122 - Multimedia Design and Development II
EIDT 6100 - Instructional Design
EIDT 6110 - Advanced Instructional Design
EDUC 6125 - Foundations of Research
EDUC 6135 - Distance Learning
EDUC 6145 - Project Management in Education and Training

Specialization Courses (6 sem. cr.)

These courses are dependent upon the particular specialization. Please see the course list on each specialization page.

Capstone Course (3 sem. cr.)

EIDT 6910 - Capstone: Practical Application of Instructional Design

Additional Technology Requirements

Note: In addition to Walden’s general technical requirements, this program has additional technology requirements:

Windows Vista or Mac OS X
Free, downloadable software programs that may be required in order to complete the course and program requirements

Course Sequence

The recommended course sequence is as follows:
General Program

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>EDUC 6105 - Organizations, Innovation, and Change</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>EDUC 6115 - Learning Theories and Instruction</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>2</td>
<td>EIDT 6121 - Multimedia Design and Development I</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>EIDT 6122 - Multimedia Design and Development II</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>3</td>
<td>EIDT 6100 - Instructional Design</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>EIDT 6110 - Advanced Instructional Design</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>4</td>
<td>EDUC 6125 - Foundations of Research</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>EDUC 6135 - Distance Learning</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>5</td>
<td>EDUC 6145 - Project Management in Education and Training</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>EIDT 6910 - Capstone: Practical Application of Instructional Design</td>
<td>3 sem. cr.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>EDUC 6105 - Organizations, Innovation, and Change</td>
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<td></td>
<td>EDUC 6115 - Learning Theories and Instruction</td>
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<tr>
<td>2</td>
<td>EIDT 6121 - Multimedia Design and Development I</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>EIDT 6122 - Multimedia Design and Development II</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>3</td>
<td>EIDT 6100 - Instructional Design</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>Semester</td>
<td>Course</td>
<td>Credits</td>
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<tr>
<td>----------</td>
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<td>-------------</td>
</tr>
<tr>
<td>4</td>
<td>EIDT 6110 - Advanced Instructional Design</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>EDUC 6125 - Foundations of Research</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>EDUC 6135 - Distance Learning</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>5</td>
<td>EDUC 6145 - Project Management in Education and Training</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>Specialization Course 1</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>6</td>
<td>Specialization Course 2</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>EIDT 6910 - Capstone: Practical Application of Instructional Design</td>
<td>3 sem. cr.</td>
</tr>
</tbody>
</table>

**Note on Teacher Licensure or Certification**

This program does not lead to teacher licensure or certification. Teachers are advised to contact their individual school districts as to whether this program may qualify for salary advancement.

**MS in Psychology**

The MS in Psychology provides students with pre-doctoral training—a background in the development and application of psychological theories, basic scientific methods, and principles of psychological science.

**Note:** The MS in Psychology program is offered in two different learning modalities: the course-based modality and the competency-based modality, Tempo Learning®.

**Learning Outcomes**

At the end of this program, students will be able to:
Describe the foundations of psychology.
Synthesize psychological theory and research to apply in real-world situations, such as in educational, social, organizational, and health settings.
Interpret psychological theory and research.
Describe psychological theory, research, and practice from a multicultural and/or global perspective.
Apply psychological theory, research, and practice to scholarly and/or professional activities that promote positive social change.

Competency-Based Education

In addition to the course-based option described below, students can choose to earn their MS in Psychology through the competency-based education modality. Upon successful completion of program requirements, students will earn the same Walden degree in either modality. See the MS in Psychology (Competency Based) page for program details.

Course-Based Program

Specializations

- General Psychology
- Applied Behavior Analysis
- Applied Psychology
- Crisis Management and Response
- Digital Psychology
- Educational Psychology
- Health Psychology
- Social Psychology
- Self-Designed
- Terrorism and Security

Degree Requirements

- 48 quarter credits (63 cr. for Applied Behavioral Analysis)
- Foundation course (3 cr.)
- Core courses (25 cr.)
- Specialization courses (15 cr.; 30 cr. for Applied Behavioral Analysis)
- Capstone (5 cr.)

Curriculum
There are two tracks in the MS in Psychology program:

**Track I** is for students who want to advance in their careers. (The Applied Behavior Analysis specialization is for Track I students only.)

**Track II** is for those who intend to further their studies in a doctoral program.

**Track I**

**Foundation Course (3 cr.)**

- PSYC 6002 - Foundations of Graduate Study in Psychology

**Core Courses (25 cr.)**

- PSYC 6200 - Themes and Theories of Psychology
- PSYC 6215 - Lifespan Development
- PSYC 6701 - Culture and Psychology
- RSCH 6110 - Research Theory, Design, and Methods
- PSYC 6800 - Applied Psychology Research Methods

**Specialization Courses (15 cr.; 30 cr. for Applied Behavior Analysis)**

These courses are dependent upon the particular specialization. Please see the course list on each specialization page.

**Capstone Course (5 cr.)**

- PSYC 6393 - Capstone

**Track II**

**Foundation Course (3 cr.)**

- PSYC 6002 - Foundations of Graduate Study in Psychology

**Core Courses (25 cr.)**

- PSYC 6200 - Themes and Theories of Psychology
- PSYC 6215 - Lifespan Development
- PSYC 6701 - Culture and Psychology
- RSCH 6110 - Research Theory, Design, and Methods
- RSCH 6210 - Quantitative Reasoning and Analysis

**Specialization Courses (15 cr.)**
These courses are dependent upon the particular specialization. Please see the course list on each specialization page.

Capstone Course (5 cr.)

**PSYC 6393 - Capstone**

Course Sequence--Track I

Students undertake courses in the following sequence. (For Applied Behavioral Analysis, see course sequence on specialization page.)

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>PSYC 6002 - Foundations of Graduate Study in Psychology</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>PSYC 6200 - Themes and Theories of Psychology</td>
<td>5 cr.</td>
</tr>
<tr>
<td>2</td>
<td>PSYC 6215 - Lifespan Development</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>PSYC 6701 - Culture and Psychology</td>
<td>5 cr.</td>
</tr>
<tr>
<td>3</td>
<td>RSCH 6110 - Research Theory, Design, and Methods</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>Specialization Course</td>
<td>5 cr.</td>
</tr>
<tr>
<td>4</td>
<td>PSYC 6800 - Applied Psychology Research Methods</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>Specialization Course</td>
<td>5 cr.</td>
</tr>
<tr>
<td>5</td>
<td>Specialization Course</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>PSYC 6393 - Capstone</td>
<td>5 cr.</td>
</tr>
</tbody>
</table>

Course Sequence--Track II

Students undertake courses in the following sequence.

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>PSYC 6002 - Foundations of Graduate Study in Psychology</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>PSYC 6200 - Themes and Theories of Psychology</td>
<td>5 cr.</td>
</tr>
</tbody>
</table>
### Quarter | Course | Credits
--- | --- | ---
2 | PSYC 6215 - Lifespan Development | 5 cr.
2 | PSYC 6701 - Culture and Psychology | 5 cr.
3 | RSCH 6110 - Research Theory, Design, and Methods | 5 cr.
3 | Specialization Course | 5 cr.
4 | RSCH 6210 - Quantitative Reasoning and Analysis | 5 cr.
4 | Specialization Course | 5 cr.
5 | Specialization Course | 5 cr.
5 | PSYC 6393 - Capstone | 5 cr.

**Note on Licensure**

*The MS in Psychology is not a licensure program and does not prepare an individual to become a licensed psychology professional.*

### MS in Psychology (Competency Based)

Tempo Learning® is Walden's competency-based education modality, an alternative way of earning a Walden degree offered for some Walden programs. Instead of courses, the Walden Tempo Learning® program is comprised of competencies and rigorous assessments. Students progress through the Tempo Learning® model by successfully passing competency assessments. A student must successfully achieve or master all competency assessments to graduate from the program.

Students earn the same Walden degree whether they choose the course-based or the competency-based modality.

**Specializations**

- General Psychology

**Degree Requirements**

- 48 quarter credits
- Foundation competencies (3 cr.)
Core competencies (25 cr.)
Specialization competencies (15 cr.)
Capstone competencies (5 cr.)

Curriculum

Foundation Competencies (3 cr.)

PSYC 6002 - Foundations of Graduate Study in Psychology
   GS001 Field of Psychology
      Describe alignment of professional goals for positive social change.
   GS002 Academic Goals
      Demonstrate skills to further academic goals.
   GS003 Professional Goals
      Demonstrate skills to further professional goals.

Core Competencies (25 cr.)

PSYC 6200 - Themes and Theories of Psychology
   PT001 Psychological Themes and Theories
      Evaluate key concepts in theories.
   PT002 Human Behavior
      Evaluate how theories relate to human behavior in diverse settings.
   PT003 Research
      Evaluate how research informs psychological theories.

PSYC 6215 - Lifespan Development
   LF001 Theories and Processes of Development
      Evaluate constructs, processes, and theories related to developmental psychology.
   LF002 Developmental Concepts
      Analyze developmental concepts as applied to the life of an individual.
   LF003 Lifespan
      Synthesize environmental, biological, and cultural influences on development throughout the lifespan.

PSYC 6701 - Culture and Psychology
   CU001 Culture and Human Development
      Evaluate the effect of culture on social, emotional, and cognitive developmental processes and human behavior to gain a better understanding of individuals across the world.
CU002 Social Roles and Social Behavior
Analyze how culture influences socialization, social roles, social cognition, and social behavior to gain a greater appreciation of cultural appropriate behaviors in varied settings.

CU003 Culture and Psychological Well-Being
Use cross-cultural strategies to understand psychological disorders and to promote mental health attitudes, beliefs, and practices.

CU004 Cross-Cultural Research
Promote a global perspective of psychology using cross-cultural research and methods to encourage positive social change.

PSYC 6800 - Applied Psychology Research Methods

PS001 Data Collection and Management
Collect, manage, and clean quantitative data to develop core skills for problem-solving.

PS002 Data Analysis
Analyze quantitative data to answer questions to solve problems in real world situations.

PS003 Data Interpretation
Interpret quantitative data to make generalizations for positive social change.

RSCH 6110 - Research Theory, Design, and Methods

RT001 Philosophy of Science, Theory, and Social Change
Analyze the roles of philosophy, theory, and social change in research.

RT002 Quantitative Research
Assess quantitative research studies for quality and for alignment among critical research components.

RT003 Qualitative Research
Assess qualitative research studies for quality and for alignment among critical research components.

RT004 Mixed Methods Research
Assess mixed methods research (MMR) studies for quality and for alignment among critical research components.

Specialization Competencies (15 cr.)

These courses are dependent upon the particular specialization. Please see the course list on each specialization page.

Capstone Competencies (5 cr.)

PSYC 6393 - Capstone
SS001 Research Strategies
Analyze the research strategies that address contemporary issues or problems based on applied research in the field of psychology.

SS002 Issues or Problems in Psychology
Apply psychology to contemporary issues or problems in either the workplace, community, or world.

SS003 Literature Reviews
Synthesize literature related to the field of psychology that is focused on contemporary issues or problems in the workplace, community, or world.

Note on Curriculum

In an effort to ensure competencies are kept up to date and relevant to meet the learning outcomes of the program, the number and subject matter of individual competencies needed to satisfy program course requirements may change. However, program outcomes and the number and subject matter of courses will not be impacted. As a result, the required competencies listed in a student’s individual learning plan may differ from what is currently listed in the catalog.

Post-Master’s Certificate Programs

Post-Master’s Certificate in Community College Leadership

This certificate is meant for community college leaders who want to refine their mission and become more knowledgeable on subjects such as academic transfer programs, workforce development, developmental education and remediation, and community service.

Certificate Courses

EDDD 8040 - The Community College—Historical Context and Critical Issues
EDDD 8041 - Transformational Leadership for Institutional Effectiveness in Community Colleges
EDDD 8042 - Contemporary Issues, Challenges, and Trends in Community Colleges
EDDD 8043 - Promoting Student Development and Success in Community Colleges

Course Sequence

The recommended course sequence is as follows:

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>EDDD 8040 - The Community College—Historical Context and Critical Issues</td>
<td>5 cr.</td>
</tr>
</tbody>
</table>
Quarter | Course | Credits
--- | --- | ---
2 | EDDD 8041 - Transformational Leadership for Institutional Effectiveness in Community Colleges | 5 cr.
3 | EDDD 8042 - Contemporary Issues, Challenges, and Trends in Community Colleges | 5 cr.
4 | EDDD 8043 - Promoting Student Development and Success in Community Colleges | 5 cr.

**Post-Master's Certificate in Curriculum, Instruction, and Assessment**

What aspects contribute to an effective curriculum? In this certificate, educators can focus on effectively designing, modifying, and evaluating curriculum and assessment practices using a systems approach. They will be equipped with skills like strategic planning, curriculum mapping, and program evaluation.

**Certificate Courses**

- EDDD 8050 - Curriculum, Instruction, and Assessment: A Systems Perspective
- EDDD 8051 - Data-Driven Instruction and Assessment
- EDDD 8052 - Curriculum Design to Promote Social Change
- EDDD 8106 - Program Evaluation for Continuous Improvement

**Note on Endorsement, Licensure, or Certification**

This program does not lead to an endorsement, certification, or licensure. Walden makes no representation, warranty, guarantee, or commitment that successful completion of this program or coursework for graduate credit within this program will permit a graduate to obtain state certification or licensure.

The graduate degree program and coursework within the program in which you are enrolling may be accepted by many states toward upgrading or renewing a license or obtaining a salary increase (depending on state or district policy). Teachers are advised to contact their individual school districts as to whether this program may qualify for salary advancement. Walden enrollment specialists can provide guidance on program requirements; however, it remains the individual's responsibility to understand and comply with all state and school district requirements.

**Post-Master's Certificate in Early Childhood Leadership**

This certificate is meant for early childhood educators who want to impact the lives of their students. Throughout the program, educators will analyze topics including child
development, family partnerships, and leadership. They will examine the quality of early childhood programs and policies and research strategies to promote positive outcomes.

Certificate Courses

EDPD 8080 - Child Development in the Critical Early Years
EDPD 8081 - The Language/Literacy Continuum From Birth Through Age 8
EDPD 8082 - Meaningful Learning Experiences in Supportive Environments
EDPD 8083 - Evaluating and Leading Effective Early Childhood Programs

Note on Endorsement, Licensure, or Certification

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Post-Master's Certificate in Educational Policy, Leadership, and Management (P–20)

In this certificate program, educators gain the skills critical to managing and advancing change. The focus of the coursework is on political forces that shape the educational process and emphasize governance structures and their influences. Educators will engage in emerging theories of leadership and reflect on current challenges as they relate to education.

Certificate Courses

EDPD 8040 - Governance and Politics of Education
EDPD 8046 - P–20 Education Law, Policy, and Governance
EDPD 8043 - Policy Development and Implementation
EDPD 8044 - Leadership and Management for Change in Education

Note on Endorsement, Licensure, or Certification

This program does not lead to an endorsement, certification, or licensure. Walden makes no representation, warranty, guarantee, or commitment that successful completion of this program or coursework for graduate credit within this program will permit a graduate to obtain state certification or licensure.
The graduate degree program and coursework within the program in which you are enrolling may be accepted by many states toward upgrading or renewing a license or obtaining a salary increase (depending on state or district policy). Teachers are advised to contact their individual school districts as to whether this program may qualify for salary advancement. Walden enrollment specialists can provide guidance on program requirements; however, it remains the individual’s responsibility to understand and comply with all state and school district requirements.

**Post-Master's Certificate in Educational Technology**

This Post-Master’s Certificate in Educational Technology is designed for educators who want to effectively use digital media to improve learning in a variety of settings. The program combines theory with project-based courses that explore the latest trends and issues in educational technology, best practices for integrating technology to facilitate learning, and the application of instructional design principles across multidevice e-learning environments. Credits earned in this program may be applied toward Walden’s EdS in Educational Technology program or PhD in Education program with a specialization in Educational Technology.

**Certificate Requirements**

- 20 total quarter credit hours

**Certificate Curriculum (20 cr.)**

- EDDD 8090 - Trends and Issues in Educational Technology
- EDDD 8103 - eLearning
- EDDD 8093 - Leading Change
- EDDD 8107 - Designing Instruction for eLearning

**Course Sequence**

The recommended course sequence is as follows:

<table>
<thead>
<tr>
<th>Quarter</th>
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<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>EDDD 8090 - Trends and Issues in Educational Technology</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>EDDD 8103 - eLearning</td>
<td>5 cr.</td>
</tr>
<tr>
<td>2</td>
<td>EDDD 8093 - Leading Change</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>EDDD 8107 - Designing Instruction for eLearning</td>
<td>5 cr.</td>
</tr>
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</table>

**Note on Endorsement, Licensure, or Certification**
This program does not lead to an endorsement, certification, or licensure. Walden makes no
representation, warranty, guarantee, or commitment that successful completion of this program or
coursework for graduate credit within this program will permit a graduate to obtain state certification or
licensure.

The graduate degree program and coursework within the program in which you are enrolling may be
accepted by many states toward upgrading or renewing a license or obtaining a salary increase
(depending on state or district policy). Teachers are advised to contact their individual school districts as
to whether this program may qualify for salary advancement. Walden enrollment specialists can provide
guidance on program requirements; however, it remains the individual's responsibility to understand and
comply with all state and school district requirements.

**Post-Master's Certificate in Higher Education and Adult Learning**

This certificate program is designed for professionals who want to develop the
knowledge and insight to design, develop, and lead successful adult learning programs. In
this program, educators will examine adult learning theories, explore best practices for
facilitating program planning and assessment, and cultivate leadership skills to effectively
engage and motivate adult learners to create change.

**Certificate Courses**

- EDDD 8020 - Contemporary Issues and Trends in Higher Education and Adult Learning
- EDDD 8021 - Understanding the Adult Learner
- EDDD 8022 - Leadership of Higher Education Programs for Adult Learners
- EDDD 8023 - Program Planning and Assessment

**Post-Master's Certificate in Higher Education Leadership and
Management**

In this certificate program, educators gain the leadership skills and knowledge of
management principles needed to lead meaningful and sustainable change across their
institution. The focus of the coursework is on the current policies and practices of
today's changing higher education landscape, including managing resources, strategic
planning, program evaluation, and leading institutional change.

**Certificate Courses**

- EDDD 8030 - Higher Education in the 21st Century
- EDDD 8031 - Leading and Managing Instructional Change
- EDDD 8032 - Strategic Planning and Program Evaluation in Higher Education
- EDDD 8104 - Managing Resources in Higher Education

**Post-Master's Certificate in Higher Education Leadership,
Management, and Policy**

What makes education successful? If you're intrigued by workflows, analyzing systems,
and examining policies, then this certificate may be of interest. Gain the leadership and
management skills required to address the needs of a dynamic, expanding, and changing higher education landscape.

Certificate Courses

- EDPD 8030 - Higher Education in the 21st Century
- EDPD 8031 - Leading and Managing Instructional Change
- EDPD 8042 - Education Law, Policy, and Governance
- EDPD 8033 - The Politics of Higher Education: Policy Development and Implementation

Course Sequence

The recommended course sequence is as follows:

<table>
<thead>
<tr>
<th>Quarter</th>
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<tbody>
<tr>
<td>1</td>
<td>EDDD 8030 - Higher Education in the 21st Century</td>
<td>5 cr.</td>
</tr>
<tr>
<td>2</td>
<td>EDDD 8031 - Leading and Managing Instructional Change</td>
<td>5 cr.</td>
</tr>
<tr>
<td>3</td>
<td>EDDD 8032 - Strategic Planning and Program Evaluation in Higher Education</td>
<td>5 cr.</td>
</tr>
<tr>
<td>4</td>
<td>EDDD 8104 - Managing Resources in Higher Education</td>
<td>5 cr.</td>
</tr>
</tbody>
</table>

Post-Master's Certificate in Organizational Research, Assessment, and Evaluation

Effective leaders never stop improving. The focus of this certificate is on fostering a culture of continuous development and iteration. In this program, educators will engage in hands-on applied experiences and utilize processes for rigorous research, assessment, and evaluation of complex organizational systems in an effort to effect positive change.

Certificate Courses

- EDPD 8020 - A New Vision of Organizational Research, Assessment, and Evaluation
- EDPD 8021 - Assessment, Evaluation, and Accountability: The Sociological, Political, and Economic Factors
- EDPD 8023 - Evaluating and Improving Programs, Organizations, and Systems
- EDPD 8024 - Dynamics of Communication for Impact and Results

Course Sequence
The recommended course sequence is as follows:

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>EDPD 8020 - A New Vision of Organizational Research, Assessment, and Evaluation</td>
<td>5 cr.</td>
</tr>
<tr>
<td>2</td>
<td>EDPD 8021 - Assessment, Evaluation, and Accountability: The Sociological, Political, and Economic Factors</td>
<td>5 cr.</td>
</tr>
<tr>
<td>3</td>
<td>EDPD 8023 - Evaluating and Improving Programs, Organizations, and Systems</td>
<td>5 cr.</td>
</tr>
<tr>
<td>4</td>
<td>EDPD 8024 - Dynamics of Communication for Impact and Results</td>
<td>5 cr.</td>
</tr>
</tbody>
</table>

**Post-Master's Certificate in Reading, Literacy, and Assessment**

This certificate program is designed for educators who wish to influence positive growth in reading and literacy. Educators will gain expertise in the best practices in reading, literacy, and assessment. In this program, they will learn how to promote the success of diverse learners, and focus on data analysis to support effective literacy programs.

**Certificate Courses**

- EDDD 8060 - Issues and Trends in Reading and Literacy
- EDDD 8102 - Promoting the Success of Diverse Learners
- EDDD 8061 - Assessment and Data Analysis to Support Effective Literacy Programs
- EDDD 8062 - Collaborative Approach to Literacy Across the Content Areas

**Note on Endorsement, Licensure, or Certification**

This program does not lead to an endorsement, certification, or licensure. Walden makes no representation, warranty, guarantee, or commitment that successful completion of this program or coursework for graduate credit within this program will permit a graduate to obtain state certification or licensure.

The graduate degree program and coursework within the program in which you are enrolling may be accepted by many states toward upgrading or renewing a license or obtaining a salary increase (depending on state or district policy). Teachers are advised to contact their individual school districts as to whether this program may qualify for salary advancement. Walden enrollment specialists can provide guidance on program requirements; however, it remains the individual's responsibility to understand and comply with all state and school district requirements.
Post-Master's Online Teaching in Psychology Certificate

The Post-Master's Online Teaching in Psychology Certificate program combines the theory behind online learning, including principles of instructional design, with practical teaching strategies and best practices for teaching a diverse student body in an online environment.

Graduates will be prepared to teach online at the university level or work with an online learning organization.

Certificate Requirements

Certificate courses (20 cr.)

Certificate Curriculum (20 cr.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 8760 - Educational Psychology</td>
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</tr>
<tr>
<td>PSYC 8762 - Teaching of Psychology</td>
<td>5 cr.</td>
</tr>
<tr>
<td>PSYC 8763 - Principles of Instructional Design</td>
<td>5 cr.</td>
</tr>
<tr>
<td>PSYC 8764 - Instructional Design for Online Course Development</td>
<td>5 cr.</td>
</tr>
</tbody>
</table>

Course Sequence

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>PSYC 8760 - Educational Psychology</td>
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<td>2</td>
<td>PSYC 8762 - Teaching of Psychology</td>
<td>5 cr.</td>
</tr>
<tr>
<td>3</td>
<td>PSYC 8763 - Principles of Instructional Design</td>
<td>5 cr.</td>
</tr>
<tr>
<td>4</td>
<td>PSYC 8764 - Instructional Design for Online Course Development</td>
<td>5 cr.</td>
</tr>
</tbody>
</table>

Education Specialist (EdS) Programs

Education Specialist (EdS) in Curriculum, Instruction, and Assessment

The Education Specialist (EdS) in Curriculum, Instruction, and Assessment program is designed for classroom teachers, curriculum specialists, department chairs, directors of
instruction, administrators, and any educator who seeks to influence positive educational change and improved student achievement through effective curriculum, instruction, and assessment. Through this program, educators are provided opportunities to develop best practices in learner-centered curriculum and instructional design and strategies, effective teaching, program evaluation, student assessment, and teacher professional development. Scenarios drawn from real life require learners to think critically about ways to drive innovation and change at the systemic level—including local school districts as well as regional, state, and federal education agencies—and apply strategies that can effect measurable improvement in P–12 schools. The critical-thinking skills needed to shape schools and school systems in order to meet the diverse needs of all students are emphasized in course projects and activities.

Learning Outcomes

All EdS graduates will be prepared to:

- Apply discipline-specific knowledge to address issues in educational settings.
- Apply evidence-based practices to address a problem within the academic and/or work environment and propose a solution.
- Communicate information to a variety of stakeholders using oral and written formats.
- Practice ethically as a professional in the field of education.
- Collaborate with diverse stakeholders to promote continuous improvement in educational settings.
- Advocate for social change to make a positive impact in educational settings.

In addition to the shared EdS outcomes above, Curriculum, Instruction, and Assessment graduates will be prepared to:

- Support learning for a diverse student population through the use of technology in effectively designed curriculum.
- Increase skills surrounding program design and evaluation through the use of professional development.
- Demonstrate knowledge of educational trends/ issues in education to promote social change and make a positive impact in school and community environments.
- Utilize data-driven learner-centered assessment to promote continuous improvement in learning and teaching.
- Collaborate with diverse stakeholders, including families, school, and community members in order to advocate for student needs.
- Practice ethically in the profession.
- Demonstrate an understanding of the importance of community service and citizenship through the integration of content curriculum and instruction with real-world projects outside of the classroom.
Design a scholarly response to address a curriculum, instruction, and assessment problem and contribute to the profession.

Degree Requirements

45 total quarter credits
Foundation course (5 cr.)
Research course (5 cr.)
Specialization courses (30 cr.)
EdS Capstone Project (5 cr.)
ePortfolio

Curriculum

Foundation Course (5 cr.)

EDSD 7002 - Leading the Future of Education
or
EDSD 7006 - Leading the Future of Education (6-week option)

Research Course (5 cr.)

RSCH 7110 - Research Theory, Design, and Methods

Specialization Courses (30 cr.)

EDSD 7050 - Curriculum, Instruction, and Assessment: A Systems Perspective
EDSD 7101 - Learner-Centered Curriculum
EDSD 7102 - Promoting the Success of Diverse Learners
EDSD 7051 - Data-Driven Instruction and Assessment
EDSD 7052 - Curriculum Design to Promote Social Change
EDSD 7106 - Program Evaluation for Continuous Improvement

Capstone Course (5 cr.)

EDSD 7900 - EdS Capstone Project: Creating and Supporting Effective Educational Practices

Course Sequence

The recommended course sequence is as follows:
<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>EDSD 7002 - Leading the Future of Education OR EDSD 7006 - Leading</td>
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</tr>
<tr>
<td></td>
<td>the Future of Education                                           (6-week option)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>EDSD 7050 - Curriculum, Instruction, and Assessment: A Systems</td>
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<tr>
<td></td>
<td>Perspective</td>
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</tr>
<tr>
<td>3</td>
<td>EDSD 7101 - Learner-Centered Curriculum</td>
<td>5 cr.</td>
</tr>
<tr>
<td>4</td>
<td>RSCH 7110 - Research Theory, Design, and Methods</td>
<td>5 cr.</td>
</tr>
<tr>
<td>5</td>
<td>EDSD 7102 - Promoting the Success of Diverse Learners</td>
<td>5 cr.</td>
</tr>
<tr>
<td>6</td>
<td>EDSD 7051 - Data-Driven Instruction and Assessment</td>
<td>5 cr.</td>
</tr>
<tr>
<td>7</td>
<td>EDSD 7052 - Curriculum Design to Promote Social Change</td>
<td>5 cr.</td>
</tr>
<tr>
<td>8</td>
<td>EDSD 7106 - Program Evaluation for Continuous Improvement</td>
<td>5 cr.</td>
</tr>
<tr>
<td>9</td>
<td>EDSD 7900 - EdS Capstone Project: Creating and Supporting Effective</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>Educational Practices</td>
<td></td>
</tr>
</tbody>
</table>

Note on Educator Licensure or Certification

This program does not lead to educator licensure or certification. Educators are advised to contact their individual school districts as to whether this program may qualify for salary advancement.

*Education Specialist (EdS) in Early Childhood Education*

Educators prepare to become more effective early childhood leaders and advocate for and foster positive outcomes for young children and their families in the Education Specialist (EdS) in Early Childhood Education program. Educators in this program explore the complex family, cultural, societal, and developmental influences that affect child development and learning and critically review current research in the field. They analyze topics such as child development, family partnerships, content knowledge, assessment, effective practices, leadership, advocacy, and professionalism. Through case studies and innovative technology, professionals examine the quality of early childhood programs and policies, implement strategies to promote positive outcomes for young children.
children, and evaluate the leadership characteristics necessary to implement effective change.

Coursework in this specialization is designed to reflect the advanced early childhood professional guidelines set forth by the National Association for the Education of Young Children.

Learning Outcomes

All EdS graduates will be prepared to:

- Apply discipline-specific knowledge to address issues in educational settings.
- Apply evidence-based practices to address a problem within the academic and/or work environment and propose a solution.
- Communicate information to a variety of stakeholders using oral and written formats.
- Practice ethically as a professional in the field of education.
- Collaborate with diverse stakeholders to promote continuous improvement in educational settings.
- Advocate for social change to make a positive impact in educational settings.

In addition to the shared EdS outcomes above, Early Childhood Education (Non-Licensure) graduates will be prepared to:

- Apply research-based skills in the areas of child development and learning to evaluate practices and policies.
- Apply effective leadership practices, including collaboration and advocacy, to promote positive outcomes for young children and families.
- Apply responsible assessment practices to support healthy development and positive learning outcomes for young children.
- Demonstrate an understanding of cultural responsiveness in interactions with children, families, community members, and early childhood professionals.
- Integrate professional resources, including technology, to create effective solutions to authentic problems in the early childhood field.
- Apply a variety of perspectives that are knowledgeable, reflective, and critical to promote professional growth and positive social change in the early childhood field.
- Design a scholarly response to address an early childhood education problem and contribute to the profession.

Degree Requirements

45 total quarter credits
Foundation course (5 cr.)
Research course (5 cr.)
Specialization courses (30 cr.)
EdS Capstone Project (5 cr.)
ePortfolio

Curriculum (45 total cr.)

Foundation Course (5 cr.)

EDSD 7002 - Leading the Future of Education
or
EDSD 7006 - Leading the Future of Education (6-week version)

Research Course (5 cr.)

RSCH 7110 - Research Theory, Design, and Methods

Specialization Courses (30 cr.)

EDSD 7080 - Child Development in the Critical Early Years
EDSD 7081 - The Language/Literacy Continuum From Birth Through Age 8
EDSD 7082 - Meaningful Learning Experiences in Supportive Environments
EDSD 7083 - Assessment Practices to Promote Healthy Development and Learning
EDSD 7084 - Evaluating and Supporting Early Childhood Programs
EDSD 7085 - Inspired Leadership, Informed Advocacy, and Improved Policy

Capstone (5 cr.)

EDSD 7900 - EdS Capstone Project: Creating and Supporting Effective Educational Practices

Course Sequence

The recommended course sequence is as follows:

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>EDSD 7002 - Leading the Future of Education OR EDSD 7006 - Leading the Future of Education (6-week version)</td>
<td>5 cr.</td>
</tr>
<tr>
<td>2</td>
<td>EDSD 7080 - Child Development in the Critical Early Years</td>
<td>5 cr.</td>
</tr>
<tr>
<td>Quarter</td>
<td>Course</td>
<td>Credits</td>
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<td>---------</td>
</tr>
<tr>
<td>3</td>
<td>EDSD 7081 - The Language/Literacy Continuum From Birth Through Age 8</td>
<td>5 cr.</td>
</tr>
<tr>
<td>4</td>
<td>RSCH 7110 - Research Theory, Design, and Methods</td>
<td>5 cr.</td>
</tr>
<tr>
<td>5</td>
<td>EDSD 7082 - Meaningful Learning Experiences in Supportive Environments</td>
<td>5 cr.</td>
</tr>
<tr>
<td>6</td>
<td>EDSD 7083 - Assessment Practices to Promote Healthy Development and Learning</td>
<td>5 cr.</td>
</tr>
<tr>
<td>7</td>
<td>EDSD 7084 - Evaluating and Supporting Early Childhood Programs</td>
<td>5 cr.</td>
</tr>
<tr>
<td>8</td>
<td>EDSD 7085 - Inspired Leadership, Informed Advocacy, and Improved Policy</td>
<td>5 cr.</td>
</tr>
<tr>
<td>9</td>
<td>EDSD 7900 - EdS Capstone Project: Creating and Supporting Effective Educational Practices</td>
<td>5 cr.</td>
</tr>
</tbody>
</table>

**Note on Educator Licensure or Certification**

This program does not lead to educator licensure or certification. Educators are advised to contact their individual school districts as to whether this program may qualify for salary advancement.

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**Education Specialist (EdS) in Educational Administration and Leadership**

The Education Specialist (EdS) in Educational Administration and Leadership program is designed for P–12 administrators who want to increase their ability to influence and transform their educational organization. Leaders can learn about sustainability in their settings and how to nurture their schools to become or remain thriving organizations. Graduates from this EdS program will be able to integrate theory and practice to impact both their careers and the lives of their students, and they can gain skills to build an effective collaborative organization and enhance the P–12 student learning environment. This program does not lead to certification or licensure.

**Learning Outcomes**
All EdS graduates will be prepared to:

Apply discipline-specific knowledge to address issues in educational settings.
Apply evidence-based practices to address a problem within the academic and/or work environment and propose a solution.
Communicate information to a variety of stakeholders using oral and written formats.
Practice ethically as a professional in the field of education.
Collaborate with diverse stakeholders to promote continuous improvement in educational settings.
Advocate for social change to make a positive impact in educational settings.

In addition to the shared EdS outcomes above, Educational Administration and Leadership (Non-Licensure) graduates will be prepared to:

Demonstrate knowledge of current literature/trends in education.
Effectively communicate with others (e.g., verbal, non-verbal, written, and technology-based).
Actively participate in addressing the diverse learning needs of students in the school community through collaboration with a variety of stakeholders.
Demonstrate knowledge of effectively managing resources to improve the learning environment.
Demonstrate the ability to develop materials that contribute to an effective learning environment to improve learning.
Demonstrate the use of technology that can be used to support student learning.
Demonstrate an understanding of cultural responsiveness in interactions with students, teachers/faculty, staff, stakeholders, and the community to encourage a diverse learning environment.
Demonstrate positive professional dispositions (professional conduct, professional qualities, communication, and collaboration).
Promote positive social change in the learning environment.
Design a scholarly response to address an educational, administration, and leadership problem and contribute to the profession.

Degree Requirements

45 total quarter credits
Foundation course (5 cr.)
Research course (5 cr.)
Specialization courses (30 cr.)
EdS Capstone Project (5 cr.)
ePortfolio

Curriculum (45 total cr.)

Foundation Course (5 cr.)

EDSD 7002 - Leading the Future of Education
or
EDSD 7006 - Leading the Future of Education (6-week version)

Research Course (5 cr.)

RSCH 7110 - Research Theory, Design, and Methods

Specialization Courses (30 cr.)

EDSD 7010 - Collaborative Communication for Administrators
EDSD 7011 - School Organizational Dynamics: Policies and Law
EDSD 7012 - Understanding School Budgets and Allocating Resources
EDSD 7044 - Leadership and Management for Change in Education
EDSD 7013 - Creating and Maintaining Safe, Effective, and Positive Learning Environments
EDSD 7014 - Recruiting and Retaining Effective School Personnel

Capstone (5 cr.)

EDSD 7900 - EdS Capstone Project: Creating and Supporting Effective Educational Practices

Course Sequence

The recommended course sequence is as follows:

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>EDSD 7002 - Leading the Future of Education OR EDSD 7006 - Leading the Future of Education (6-week version)</td>
<td>5 cr.</td>
</tr>
<tr>
<td>2</td>
<td>EDSD 7010 - Collaborative Communication for Administrators</td>
<td>5 cr.</td>
</tr>
<tr>
<td>3</td>
<td>EDSD 7011 - School Organizational Dynamics: Policies and Law</td>
<td>5 cr.</td>
</tr>
<tr>
<td>4</td>
<td>RSCH 7110 - Research Theory, Design, and Methods</td>
<td>5 cr.</td>
</tr>
<tr>
<td>Quarter</td>
<td>Course</td>
<td>Credits</td>
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</tr>
<tr>
<td>5</td>
<td>EDSD 7012 - Understanding School Budgets and Allocating Resources ◇</td>
<td>5 cr.</td>
</tr>
<tr>
<td>6</td>
<td>EDSD 7044 - Leadership and Management for Change in Education</td>
<td>5 cr.</td>
</tr>
<tr>
<td>7</td>
<td>EDSD 7013 - Creating and Maintaining Safe, Effective, and Positive Learning Environments</td>
<td>5 cr.</td>
</tr>
<tr>
<td>8</td>
<td>EDSD 7014 - Recruiting and Retaining Effective School Personnel</td>
<td>5 cr.</td>
</tr>
<tr>
<td>9</td>
<td>EDSD 7900 - EdS Capstone Project: Creating and Supporting Effective Educational Practices</td>
<td>5 cr.</td>
</tr>
</tbody>
</table>

**Note on Educator Licensure or Certification**

This program does not lead to educator licensure or certification. Educators are advised to contact their individual school districts as to whether this program may qualify for salary advancement.

**Education Specialist (EdS) in Educational Technology**

The Education Specialist (EdS) in Educational Technology program is designed for K–12 educational leaders who want to initiate and bring about change at the district level. By integrating the latest technologies and instructional design principles, educators in this program are prepared to develop and lead technology-supported solutions to learning challenges in the K–12 classroom.

With program outcomes informed by Association for Educational Communications and Technology (AECT) standards, educators in this program are prepared to conduct research on local problems in a rapidly changing field. The EdS in Educational Technology program features an embedded post-master's certificate to advance educators' careers quickly and affordably.

**Learning Outcomes**

All EdS graduates will be prepared to:

- Apply discipline-specific knowledge to address issues in educational settings.
Apply evidence-based practices to address a problem within the academic and/or work environment and propose a solution.
Communicate information to a variety of stakeholders using oral and written formats.
Practice ethically as a professional in the field of education.
Collaborate with diverse stakeholders to promote continuous improvement in educational settings.
Advocate for social change to make a positive impact in educational settings.
In addition to the shared EdS outcomes above, Educational Technology graduates will be prepared to:

Effect positive social change through the use of integrative, innovative technology in the workplace.
Apply innovative technological solutions to learning challenges.
Demonstrate the skills needed to work within a learning community of people, technologies, resources, and professional associations.
Develop innovative intervention plans based on the analysis of educational technology needs.
Approach issues in educational technology using sound principles of digital and information literacy.
Evaluate research in educational technology that is relevant to resolving local or workplace problems.
Practice ethically in the profession.
Communicate ideas to audiences using effective oral, written, and digital formats.
Address diversity/multiculturalism through the use of educational technology in designing instruction.
Design a scholarly response to address an educational technology problem and contribute to the profession.

Degree Requirements

45 total quarter credits
Foundation course (5 cr.)
Research course (5 cr.)
Specialization courses (30 cr.)
EdS Capstone Project (5 cr.)
ePortfolio

Curriculum (45 total cr.)

Foundation Course (5 cr.)
EDSD 7002 - Leading the Future of Education
or
EDSD 7006 - Leading the Future of Education

Research Course (5 cr.)

RSCH 7110 - Research Theory, Design, and Methods

Specialization Courses (30 cr.)

EDSD 7090 - Trends and Issues in Educational Technology
EDSD 7091 - Creating Digital Media
EDSD 7092 - Innovations and the Diffusion of Learning Technologies
EDSD 7103 - eLearning
EDSD 7093 - Leading Change
EDSD 7107 - Designing Instruction for eLearning

Capstone (5 cr.)

EDSD 7900 - EdS Capstone Project: Creating and Supporting Effective Educational Practices

Course Sequence

The recommended course sequence is as follows:

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>EDSD 7002 - Leading the Future of Education OR EDSD 7006 - Leading the Future of Education (6-week version)</td>
<td>5 cr.</td>
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<td>2</td>
<td>EDSD 7090 - Trends and Issues in Educational Technology</td>
<td>5 cr.</td>
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<td>3</td>
<td>EDSD 7091 - Creating Digital Media</td>
<td>5 cr.</td>
</tr>
<tr>
<td>4</td>
<td>RSCH 7110 - Research Theory, Design, and Methods</td>
<td>5 cr.</td>
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<tr>
<td>5</td>
<td>EDSD 7092 - Innovations and the Diffusion of Learning Technologies</td>
<td>5 cr.</td>
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<td>6</td>
<td>EDSD 7103 - eLearning</td>
<td>5 cr.</td>
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<tr>
<td>7</td>
<td>EDSD 7093 - Leading Change</td>
<td>5 cr.</td>
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<tr>
<td>Quarter</td>
<td>Course</td>
<td>Credits</td>
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</tr>
<tr>
<td>8</td>
<td>EDSD 7107 - Designing Instruction for eLearning</td>
<td>5 cr.</td>
</tr>
<tr>
<td>9</td>
<td>EDSD 7900 - EdS Capstone Project: Creating and Supporting Effective Educational Practices</td>
<td>5 cr.</td>
</tr>
</tbody>
</table>

Note on Educator Licensure or Certification

This program does not lead to educator licensure or certification. Educators are advised to contact their individual school districts as to whether this program may qualify for salary advancement.

Education Specialist (EdS) in Learning, Instruction, and Innovation

The EdS in Learning, Instruction, and Innovation program is for classroom teachers, instructional coordinators, and any educators who wants to enhance their effectiveness through new and creative approaches to curriculum, assessment, and technology integration. Educators explore creative approaches to learning that integrates technology with the needs of learners in a global community in the program's advanced graduate coursework.

Through this education specialist program, educators gain the perspectives, knowledge, and expertise to develop and implement out-of-the-box solutions and innovative experiences grounded in authentic learning. Graduates of the program are prepared to foster a culture of innovation in their educational environment as a classroom teacher or school leader.

Learning Outcomes

All EdS graduates will be prepared to:

- Apply discipline-specific knowledge to address issues in educational settings.
- Apply evidence-based practices to address a problem within the academic and/or work environment and propose a solution.
- Communicate information to a variety of stakeholders using oral and written formats.
- Practice ethically as a professional in the field of education.
- Collaborate with diverse stakeholders to promote continuous improvement in educational settings.
Advocate for social change to make a positive impact in educational settings.
In addition to the shared EdS outcomes above, Learning, Instruction, and Innovation graduates will be prepared to:

Create innovative instruction, curriculum, and assessment grounded in theory and previous research.
Create innovative solutions to learning challenges.
Collaborate with a variety of stakeholders.
Analyze instructional needs to develop innovative intervention plans for learning.
Evaluate problems and issues in learning, instruction, and innovation.
Ground decisions based on research in learning, instruction, and innovation.
Participate in the profession ethically.
Support global diversity and multiculturalism through the use of innovative curriculum and assessment in designing instruction.
Utilize research to create innovative instruction, curriculum, and assessment to effect social change in the workplace.

Degree Requirements

45 total quarter credits
Foundation course (5 cr.)
Research course (5 cr.)
Specialization courses (30 cr.)
EdS Capstone Project (5 cr.)
ePortfolio

Curriculum (45 total cr.)

Foundation Course (5 cr.)

EDSD 7002 - Leading the Future of Education
OR
EDSD 7006 - Leading the Future of Education (6-week version)

Research Course (5 cr.)

RSCH 7110 - Research Theory, Design, and Methods

Specialization Courses (30 cr.)

EDSD 7092 - Innovations and the Diffusion of Learning Technologies
EDSD 7093 - Leading Change
EDSD 7101 - Learner-Centered Curriculum
Capstone Course (5 cr.)

EDSD 7900 - EdS Capstone Project: Creating and Supporting Effective Educational Practices

Course Sequence

The recommended course sequence is as follows:

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>EDSD 7002 - Leading the Future of Education OR EDSD 7006 - Leading the Future of Education (6-week version)</td>
<td>5 cr.</td>
</tr>
<tr>
<td>2</td>
<td>EDSD 7092 - Innovations and the Diffusion of Learning Technologies</td>
<td>5 cr.</td>
</tr>
<tr>
<td>3</td>
<td>EDSD 7410 - Creativity and Innovation</td>
<td>5 cr.</td>
</tr>
<tr>
<td>4</td>
<td>RSCH 7110 - Research Theory, Design, and Methods</td>
<td>5 cr.</td>
</tr>
<tr>
<td>5</td>
<td>EDSD 7411 - Authentic Assessment</td>
<td>5 cr.</td>
</tr>
<tr>
<td>6</td>
<td>EDSD 7093 - Leading Change</td>
<td>5 cr.</td>
</tr>
<tr>
<td>7</td>
<td>EDSD 7107 - Designing Instruction for eLearning</td>
<td>5 cr.</td>
</tr>
<tr>
<td>8</td>
<td>EDSD 7412 - Innovative Curriculum</td>
<td>5 cr.</td>
</tr>
<tr>
<td>9</td>
<td>EDSD 7900 - EdS Capstone Project: Creating and Supporting Effective Educational Practices</td>
<td>5 cr.</td>
</tr>
</tbody>
</table>

Note on Educator Licensure or Certification

This program does not lead to educator licensure or certification. Educators are advised to contact their individual school districts as to whether this program may qualify for salary advancement.
Education Specialist (EdS) in Reading, Literacy, and Assessment

The Education Specialist (EdS) in Reading, Literacy, and Assessment program is designed for any educator who wishes to influence positive growth in reading and literacy and gain expertise in best practices regarding reading, literacy, curriculum design and instruction, teacher professional development, and program evaluation and assessment. Education professionals can develop skills and study strategies that can improve reading and curriculum outcomes across the educational system, including classroom instruction, program design, policy implementation, and critical thinking. In this EdS program, education professionals explore sociopolitical, cultural, and economic influences on literacy; curriculum, assessment, and instruction for diverse learners; changing definitions of literacy; best practices in literacy; and program design and evaluation. This specialization is designed for classroom teachers, lead teachers, reading specialists, literacy coaches, department chairs, curriculum specialists, and any instructor who desires to gain a deeper understanding of reading and literacy practices.

*Walden University's Education Specialist (EdS) in Reading, Literacy, and Assessment (Non-Licensure) does not lead to certification or licensure in reading, literacy, and assessment. Walden makes no representation, warranty, guarantee, or commitment that successful completion of this program or coursework for graduate credit within this program will permit a graduate to obtain state certification or licensure as a reading, literacy, and assessment teacher.

Learning Outcomes

All EdS graduates will be prepared to:

- Apply discipline-specific knowledge to address issues in educational settings.
- Apply evidence-based practices to address a problem within the academic and/or work environment and propose a solution.
- Communicate information to a variety of stakeholders using oral and written formats.
- Practice ethically as a professional in the field of education.
- Collaborate with diverse stakeholders to promote continuous improvement in educational settings.
- Advocate for social change to make a positive impact in educational settings.

In addition to the shared EdS outcomes above, Reading, Literacy, and Assessment (Non-Licensure) graduates will be prepared to:

- Interpret the components of reading curriculum in the 21st century including influences from the sociopolitical landscape, social media, technological innovations, family and community involvement, and influences from applicable education standards.
Establish a plan to gain stakeholder support for improvement of curriculum and literacy programming at the systems level by drawing on professional reading and curriculum standards.

Explain the challenges faced in improving teaching and learning in literacy curriculum across all content areas including prior student learning, language, culture, family, and community values.

Utilize information about literacy assessments used at the national, state, and local levels to assess literacy curriculum.

Demonstrate the ability to create literacy programs that enhance student learning and support professional development for teachers.

Integrate concepts of positive social change in leadership, assessment, professional development, literacy curriculum, and literacy instruction activities.

Practice ethically in the profession.

Design a scholarly response to address a reading, literacy, and assessment problem and contribute to the profession.

Degree Requirements

45 total quarter credits

Foundation course (5 cr.)

Research course (5 cr.)

Specialization courses (30 cr.)

EdS Capstone Project (5 cr.)

ePortfolio

Curriculum (45 total cr.)

Foundation Course (5 cr.)

EDSD 7002 - Leading the Future of Education

or

EDSD 7006 - Leading the Future of Education (6-week option)

Research Course (5 cr.)

RSCH 7110 - Research Theory, Design, and Methods

Specialization Courses (30 cr.)

EDSD 7060 - Issues and Trends in Reading and Literacy

EDSD 7101 - Learner-Centered Curriculum

EDSD 7102 - Promoting the Success of Diverse Learners
EDSD 7061 - Assessment and Data Analysis to Support Effective Literacy Programs
EDSD 7062 - A Collaborative Approach to Literacy Across the Content Areas
EDSD 7106 - Program Evaluation for Continuous Improvement

Capstone (5 cr.)

EDSD 7900 - EdS Capstone Project: Creating and Supporting Effective Educational Practices

Course Sequence

The recommended course sequence is as follows:

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>EDSD 7002 - Leading the Future of Education OR EDSD 7006 - Leading the Future of Education (6-week version)</td>
<td>5 cr.</td>
</tr>
<tr>
<td>2</td>
<td>EDSD 7060 - Issues and Trends in Reading and Literacy</td>
<td>5 cr.</td>
</tr>
<tr>
<td>3</td>
<td>EDSD 7101 - Learner-Centered Curriculum</td>
<td>5 cr.</td>
</tr>
<tr>
<td>4</td>
<td>RSCH 7110 - Research Theory, Design, and Methods</td>
<td>5 cr.</td>
</tr>
<tr>
<td>5</td>
<td>EDSD 7102 - Promoting the Success of Diverse Learners</td>
<td>5 cr.</td>
</tr>
<tr>
<td>6</td>
<td>EDSD 7061 - Assessment and Data Analysis to Support Effective Literacy Programs</td>
<td>5 cr.</td>
</tr>
<tr>
<td>7</td>
<td>EDSD 7062 - A Collaborative Approach to Literacy Across the Content Areas</td>
<td>5 cr.</td>
</tr>
<tr>
<td>8</td>
<td>EDSD 7106 - Program Evaluation for Continuous Improvement</td>
<td>5 cr.</td>
</tr>
<tr>
<td>9</td>
<td>EDSD 7900 - EdS Capstone Project: Creating and Supporting Effective Educational Practices</td>
<td>5 cr.</td>
</tr>
</tbody>
</table>

Note on Educator Licensure or Certification

This program does not lead to educator licensure or certification. Educators are advised to contact their individual school districts as to whether this program may qualify for salary advancement.
**Education Specialist (EdS) in Special Education**

In the Education Specialist (EdS) in Special Education program, education professionals prepare for leadership roles in school districts, communities, and the profession as a whole. Educators in this program will deepen their understanding of the critical trends and issues impacting special education today. They will learn how to collaborate effectively with families and school staff to enhance special education practice. Learners engage in real-world case studies that require collaborative problem solving and the implementation of research-based strategies.

This EdS curriculum is informed by the Council for Exceptional Children's Advanced Preparation Standards. Key issues in the field of special education, such as leadership and policy, program development and assessment, collaboration, and ethical practice, are emphasized. Educators culminate the program with a capstone project that focuses on a real-world problem of practice in special education.

**Learning Outcomes**

All EdS graduates will be prepared to:

- Apply discipline-specific knowledge to address issues in educational settings.
- Apply evidence-based practices to address a problem within the academic and/or work environment and propose a solution.
- Communicate information to a variety of stakeholders using oral and written formats.
- Practice ethically as a professional in the field of education.
- Collaborate with diverse stakeholders to promote continuous improvement in educational settings.
- Advocate for social change to make a positive impact in educational settings.

In addition to the shared EdS outcomes above, Special Education (Non-Licensure) graduates will be prepared to:

- Follow policies surrounding ethical and legal practices that support high quality education for individuals with diverse educational, behavioral, emotional, and cultural learning needs.
- Apply valid, research-based assessment measures to facilitate learning and behavioral interventions for individuals with diverse educational, behavioral, emotional, and cultural learning needs.
- Evaluate special education programs, including the integration of related services (e.g., assistive technology, behavioral intervention, transition, inclusion), for...
individuals with exceptionalities based upon an understanding of individual differences.

Distinguish research-based strategies used to improve data decision making, supports, and services for individuals with diverse educational, behavioral, emotional, and cultural learning needs.

Support the continuous improvement of education programs/supports/services for individuals with exceptionalities.

Effectively communicate with stakeholders to improve outcomes for individuals with exceptionalities and their families.

Design a scholarly response to address a special education problem and contribute to the profession.

Degree Requirements

45 total quarter credits

Foundation course (5 cr.)
Research course (5 cr.)
Specialization courses (30 cr.)
EdS Capstone Project (5 cr.)
ePortfolio

Curriculum

Foundation Course (5 cr.)

EDSD 7002 - Leading the Future of Education
or
EDSD 7006 - Leading the Future of Education (6-week option)

Research Course (5 cr.)

RSCH 7110 - Research Theory, Design, and Methods

Specialization Courses (30 cr.)

EDSD 7070 - Special Education: Exploring Theory and Practice
EDSD 7071 - Leading Change in Special Education: Advocacy, Policy, and Law
EDSD 7072 - Research Methodology for Special Education
EDSD 7073 - Designing Specialized Instruction for Diverse Learners
EDSD 7074 - Implementing Effective School-Wide Intervention Models
EDSD 7075 - Sustaining and Supporting Effective Practices in Special Education

Capstone (5 cr.)
EDSD 7900 - EdS Capstone Project: Creating and Supporting Effective Educational Practices

Course Sequence

The recommended course sequence is as follows:

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>EDSD 7002 - Leading the Future of Education OR EDSD 7006 - Leading the Future of Education (6-week version)</td>
<td>5 cr.</td>
</tr>
<tr>
<td>2</td>
<td>EDSD 7070 - Special Education: Exploring Theory and Practice</td>
<td>5 cr.</td>
</tr>
<tr>
<td>3</td>
<td>EDSD 7071 - Leading Change in Special Education: Advocacy, Policy, and Law</td>
<td>5 cr.</td>
</tr>
<tr>
<td>4</td>
<td>RSCH 7110 - Research Theory, Design, and Methods</td>
<td>5 cr.</td>
</tr>
<tr>
<td>5</td>
<td>EDSD 7072 - Research Methodology for Special Education</td>
<td>5 cr.</td>
</tr>
<tr>
<td>6</td>
<td>EDSD 7073 - Designing Specialized Instruction for Diverse Learners</td>
<td>5 cr.</td>
</tr>
<tr>
<td>7</td>
<td>EDSD 7074 - Implementing Effective School-Wide Intervention Models</td>
<td>5 cr.</td>
</tr>
<tr>
<td>8</td>
<td>EDSD 7075 - Sustaining and Supporting Effective Practices in Special Education</td>
<td>5 cr.</td>
</tr>
<tr>
<td>9</td>
<td>EDSD 7900 - EdS Capstone Project: Creating and Supporting Effective Educational Practices</td>
<td>5 cr.</td>
</tr>
</tbody>
</table>

Note on Educator Licensure or Certification

This program does not lead to educator licensure or certification. Educators are advised to contact their individual school districts as to whether this program may qualify for salary advancement.

Doctoral Degree Programs
Doctor of Education (EdD)

Walden’s EdD programs are designed for educators who want to continue their practice while assuming influential roles in their schools and communities. The programs are built upon five critical components: teaching and lifelong learning, research and reflective analytical thought, leadership and communication, diversity, and collaborative social change. These critical components are the basis for the programs’ learning outcomes, as students develop expertise in various areas, promoting equity and excellence.

Learning Outcomes

At the end of this program, educator professionals will be able to:

- Apply theoretical knowledge to solve educational problems.
- Critically analyze education-related issues.
- Align research methodologies to questions and hypotheses addressing issues in educational practice.
- Communicate with diverse stakeholders to advocate for students in educational settings.
- Practice ethically as a professional in the field of education.
- Collaborate with diverse stakeholders to promote continuous improvement in educational settings.
- Promote equity in education programs and policies.
- Advocate for social change to make a positive impact in educational settings.

Specializations

Changing specializations may increase a student’s expected time-to-degree completion and cost.

- Community College Leadership
- Curriculum, Instruction, and Assessment
- Early Childhood Education
- Educational Administration and Leadership
- Educational Technology
- Higher Education and Adult Learning
- Higher Education Leadership and Management
- Higher Education (Self-Designed)
- Organizational Leadership and Development
- P–20 Education (Self-Designed)
- Reading, Literacy, and Assessment
Special Education

Degree Requirements

Professional Development Plan and Program of Study

Foundation course (5 cr.)
Research courses (15 cr.)
Specialization courses (30 cr.)
Completing the Doctoral Capstone
  Doctoral support courses (6 cr.)
  Completing the Prospectus (3 cr.)
  Completing the Doctoral Capstone (5 cr. per term for a minimum of four terms; taken continuously until completion)
One academic residency

Curriculum

These courses are dependent upon the particular specialization. Please see the course list on each specialization page.

Course Sequence

The sequence of courses for this program is dependent upon the specialization. Please see the course sequence chart on each specialization page.

Residency Requirements

The EdD required residency must be completed by the end of Term 3, regardless of specialization. Optional EdD Advanced residencies are also available later in the program.

Doctoral Writing Assessment

Students who start or readmit to doctoral programs at Walden University in the university catalog for academic year 2017 or later will complete the university's required doctoral writing assessment. Designed to evaluate incoming doctoral students' writing skills, this assessment aims to help prepare incoming doctoral students to meet the university's expectations for writing at the doctoral level.

8-Year Maximum Time Frame
Students have up to 8 years to complete their doctoral degree requirements (see Enrollment Requirements). Students may petition to extend the 8-year maximum time frame, but an extension is not guaranteed.

**PhD in Developmental Psychology**

Doctoral education in Developmental Psychology is the next logical, broad specialization that Walden's School of Psychology offers. Students interested in human growth and development across the lifespan are provided a doctoral level education in the PhD in Developmental Psychology program. The focus of the PhD in Developmental Psychology program will be on topics including the cognitive, physical, emotional, social, health, and cultural aspects of human development across the lifespan. Students will develop the professional skills needed for nonclinical academic, research, or professional careers. In the PhD in Developmental Psychology program, eight specializations offer students the opportunity to focus their studies: (1) General; (2) Administration and Leadership; (3) Child and Adolescent Development; (4) Health and Human Development; (5) International Perspectives in Developmental Psychology; (6) Research; (7) Teaching; and (8) Self-designed specialization. The doctoral program includes more research- and teaching-focused courses to add to the more practice-focused MS in Developmental Psychology program. Students will be able to apply their knowledge and skills in developmental psychology to promote positive social change in the lives of individuals, families, and communities through teaching, research, and practice.

**Learning Outcomes**

Upon completion of the PhD in Developmental Psychology program, students will be able to:

- Synthesize developmental psychology theory and research in the physical, cognitive, emotional, health, social, and cultural aspects of human lifespan development.
- Articulate the history of developmental psychology and how the specialty of developmental psychology is unique.
- Develop an identity as a developmental psychologist.
- Evaluate how key issues and seminal works within the field of developmental psychology (including the areas of the physical, cognitive, emotional, social, and cultural aspects of human development) apply to human development across the lifespan.
- Produce independent scholarly research utilizing basic and advanced research methods.
- Apply theory and research in the practice of a developmental psychologist.
Demonstrate the ability to apply results of evidence-based developmental psychology research in various institutions and organizations concerned with issues impacting human development.

Describe experiences and perspectives of diverse populations (including but not limited to race, culture, socioeconomics, age, gender, sexual orientation, and disability) from a developmental psychology perspective.

Apply relevant ethical codes (e.g., APA) in developmental psychology research practice and work settings.

Discuss how social/political issues, policies, and events impact the field of developmental psychology.

Engage in professional activities related to developmental psychology that promote positive social change.

Specializations

Changing specializations may increase a student's expected time-to-degree completion and cost.

General
Administration and Leadership
Child and Adolescent Development
Health and Human Development
International Perspectives
Research
Teaching
Self-Designed

For Those Entering With a BS Degree

Minimum Degree Requirements

Doctoral Writing Assessment
Professional Development Plan and Program of Study
Foundations course (3 cr.)
Core courses (40 cr.)
Research courses (25 cr.)
Specialization courses (15 cr.)
Completion of Doctoral Dissertation
  Dissertation support courses (7 cr.)
  Dissertation writing courses (5 cr. per term for a minimum of four terms; taken continuously until completion)
Four PhD residencies

Curriculum

Foundation Course (3 cr.)

DPSY 8002 - Foundations for Graduate Study in Psychology

Core Courses (40 cr.)

DPSY 8111 - Themes and Theories of Developmental Psychology
DPSY 8121 - Development in the Digital Age
DPSY 8215 - Lifespan Development
DPSY 8218 - Gender and Development
DPSY 8227 - Language and Cognitive Development
DPSY 8228 - Social and Emotional Development
DPSY 8245 - Social Psychology
DPSY 8701 - Culture and Psychology

Research Courses (25 cr.)

RSCH 8110 - Research Theory, Design, and Methods
RSCH 8210 - Quantitative Reasoning and Analysis
RSCH 8260 - Advanced Quantitative Reasoning and Analysis
RSCH 8310 - Qualitative Reasoning and Analysis
RSCH 8360 - Advanced Qualitative Reasoning and Analysis

Specialization Courses (15 cr.)

See each specialization page for specific courses.

Residency Requirements

Residency 1 – Complete Residency 1 as soon as you begin your program; should be completed in Term 1 or Term 2.
Residency 2 – Complete Residency 2 at the beginning of your second year, around the time of second research course (RSCH 8310).
Residency 3 – Complete Residency 3 once you have a prospectus in Walden's review system.
Residency 4 – Complete residency 4 after your prospectus is approved as follows:
  Residency 4 General (RESI 8404) OR
  Residency 4 Proposal Writing (RESI 8404Q) OR
  Residency 4 Methods & Data Collection: Qualitative (RESI 8404R) OR
  Residency 4 Methods & Data Collection: Quantitative (RESI 8404S) OR
  Residency 4 Publishing & Presenting (RESI 8404T) OR
an approved professional conference (RESI 8900 for select programs only.
Contact Advising for information.) OR
a dissertation intensive (DRWI 8500) during your 9000 course. Contact
Student Success Advising to register. You must attend all sessions and
advising throughout the entire intensive retreat in order to successfully
complete the experience to satisfy residency 4 requirements. **NOTE:**
Intensive Retreats are NOT included in Fast Track tuition.

**Optional:** Complete a dissertation intensive (DRWI 8500) during DPSY 9000.
Contact Student Success Advising to register.

**Completion of the Doctoral Dissertation**

**DPSY 8115 - Writing a Quality Prospectus in Psychology** OR
**DPSY 8185 - Writing a Quality Prospectus in Psychology**

**AND**

**DPSY 8700 - Literature Review**

**DPSY 9000 - Dissertation**

Students take this course for a minimum of four quarters and are continuously enrolled until
completion of their dissertation with final chief academic officer (CAO) approval. In general,
students are continuously registered in the dissertation course until they complete their capstone
project and it is approved. This usually takes longer than the minimum required terms in the
dissertation course shell.

To complete a doctoral dissertation, students must obtain the academic approval of several
independent evaluators including their committee, the University Research Reviewer, and the
Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense
stage; and gain final approval by the chief academic officer. Students must also publish their
dissertation on ProQuest before their degree is conferred. Learn more about the dissertation
process in the Dissertation Guidebook.

**Course Sequence for Students Entering With a BS Degree**

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>DPSY 8002 - Foundations for Graduate Study in Psychology</strong></td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td><strong>DPSY 8111 - Themes and Theories of Developmental Psychology</strong></td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>Complete Residency 1 as soon as you begin your program; should be completed in Term 1 or Term 2.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td><strong>DPSY 8215 - Lifespan Development</strong></td>
<td>5 cr.</td>
</tr>
</tbody>
</table>
Students undertake courses in the following sequence.

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>DPSY 8245 - Social Psychology</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>RSCH 8110 - Research Theory, Design, and Methods</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>DPSY 8701 - Culture and Psychology</td>
<td>5 cr.</td>
</tr>
<tr>
<td>4</td>
<td>RSCH 8210 - Quantitative Reasoning and Analysis</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>DPSY 8121 - Development in the Digital Age</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>Complete Residency 2 at the beginning of your second year, around the time of second research course (RSCH 8310).</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>RSCH 8310 - Qualitative Reasoning and Analysis</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>DPSY 8218 - Gender and Development</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>Complete Residency 3 once you have a prospectus in Walden’s review system.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>RSCH 8360 - Advanced Qualitative Reasoning and Analysis</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>DPSY 8227 - Language and Cognitive Development</td>
<td>5 cr.</td>
</tr>
<tr>
<td>7</td>
<td>RSCH 8260 - Advanced Quantitative Reasoning and Analysis</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>DPSY 8228 - Social and Emotional Development</td>
<td>5 cr.</td>
</tr>
<tr>
<td>8</td>
<td>DPSY 8700 - Literature Review</td>
<td>2 cr.</td>
</tr>
<tr>
<td></td>
<td>Specialization Course*</td>
<td>5 cr.</td>
</tr>
<tr>
<td>9</td>
<td>DPSY 8115 - Writing a Quality Prospectus in Psychology OR DPSY 8185 - Writing a Quality Prospectus in Psychology</td>
<td>5 cr.</td>
</tr>
</tbody>
</table>
Students undertake courses in the following sequence.

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Complete residency 4 after your prospectus is approved as follows:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Residency 4 General (RESI 8404) OR Residency 4 Proposal Writing (RESI 8404Q) OR Residency 4 Methods &amp; Data Collection: Qualitative (RESI 8404R) OR Residency 4 Methods &amp; Data Collection: Quantitative (RESI 8404S) OR Residency 4 Publishing &amp; Presenting (RESI 8404T) OR an approved professional conference (RESI 8900 for select programs only. Contact Advising for information.) OR a dissertation intensive (DRWI 8500) during your 9000 course. Contact Student Success Advising to register. You must attend all sessions and advising throughout the entire intensive retreat in order to successfully complete the experience to satisfy residency 4 requirements. <strong>NOTE:</strong> Intensive Retreats are NOT included in Fast Track tuition.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Specialization Course*</td>
<td>5 cr.</td>
</tr>
<tr>
<td>10+</td>
<td>DPSY 9000 - Dissertation **</td>
<td>5 cr. per term for a minimum of 4 terms; taken continuously until completion</td>
</tr>
<tr>
<td></td>
<td>Optional: Complete a dissertation intensive (DRWI 8500) during DPSY 9000. Contact Student Success Advising to register.</td>
<td></td>
</tr>
</tbody>
</table>

* See each specialization page for the specific courses for that specialization.

** Students take this course for a minimum of four quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval. In general, students are continuously registered in the dissertation course until
they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation course shell.

To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

For Those Entering With an MS Degree

Minimum Degree Requirements

- Doctoral Writing Assessment
- Professional Development Plan and Program of Study
- Foundations course (3 cr.)
- Core courses (25 cr.)
- Research courses (10 cr.)
- Specialization courses (15 cr.)
- Completion of Doctoral Dissertation
  - Dissertation support courses (7 cr.)
  - Dissertation writing courses (5 cr. per term for a minimum of four terms; taken continuously until completion)
- Four PhD residencies

Curriculum

Foundation Course (3 cr.)

  **DPSY 8002** - Foundations for Graduate Study in Psychology

Core Courses (25 cr.)

  **DPSY 8121** - Development in the Digital Age  
  **DPSY 8218** - Gender and Development  
  **DPSY 8227** - Language and Cognitive Development  
  **DPSY 8228** - Social and Emotional Development  
  AND  
  **DPSY 8412** - Research Foundations OR  
  **RSCH 8210** - Quantitative Reasoning and Analysis OR  
  **RSCH 8310** - Qualitative Reasoning and Analysis

Advanced Research Courses (10 cr.)
RSCH 8260 - Advanced Quantitative Reasoning and Analysis
RSCH 8360 - Advanced Qualitative Reasoning and Analysis

Specialization Courses (15 cr.)

See each specialization page for specific courses.

Residency Requirements

Residency 1 – Complete Residency 1 as soon as you begin your program; should be completed in Term 1 or Term 2.
Residency 2 – Complete Residency 2 at the beginning of your second year, around the time of second research course.
Residency 3 – Complete Residency 3 once you have a prospectus in Walden’s review system.
Residency 4 – Complete residency 4 after your prospectus is approved as follows:
   Residency 4 General (RESI 8404) OR
   Residency 4 Proposal Writing (RESI 8404Q) OR
   Residency 4 Methods & Data Collection: Qualitative (RESI 8404R) OR
   Residency 4 Methods & Data Collection: Quantitative (RESI 8404S) OR
   Residency 4 Publishing & Presenting (RESI 8404T) OR
   an approved professional conference (RESI 8900 for select programs only.
   Contact Advising for information.) OR
   a dissertation intensive (DRWI 8500) during your 9000 course. Contact Student Success Advising to register. You must attend all sessions and advising throughout the entire intensive retreat in order to successfully complete the experience to satisfy residency 4 requirements. NOTE: Intensive Retreats are NOT included in Fast Track tuition.

Optional: Complete a dissertation intensive (DRWI 8500) during PSYC 9000.
   Contact Student Success Advising to register.

Completion of the Doctoral Dissertation

DPSY 8115 - Writing a Quality Prospectus in Psychology OR
DPSY 8185 - Writing a Quality Prospectus in Psychology
   AND
DPSY 8700 - Literature Review
DPSY 9000 - Dissertation

Students take this course for a minimum of four quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval. In general, students are continuously registered in the dissertation course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation course shell.
To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the
Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

Course Sequence for Those Entering With an MS Degree

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>DPSY 8002 - Foundations for Graduate Study in Psychology DPSY 8002 - Foundations for Graduate Study in Psychology</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>DPSY 8121 - Development in the Digital Age DPSY 8121 - Development in the Digital Age</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>Complete Residency 1 as soon as you begin your program; should be completed in Term 1 or Term 2.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>DPSY 8412 - Research Foundations OR RSCH 8210 - Quantitative Reasoning and Analysis OR RSCH 8310 - Qualitative Reasoning and Analysis</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>(Student must complete DPSY 8412 if they have completed RSCH 8210 and RSCH 8310 at Walden or another institution.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DPSY 8227 - Language and Cognitive Development</td>
<td>5 cr.</td>
</tr>
<tr>
<td>3</td>
<td>RSCH 8360 - Advanced Qualitative Reasoning and Analysis</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>DPSY 8228 - Social and Emotional Development</td>
<td>5 cr.</td>
</tr>
<tr>
<td>4</td>
<td>RSCH 8260 - Advanced Quantitative Reasoning and Analysis</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>Specialization Course*</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>Complete Residency 2 at the beginning of your second year, around the time of second research course.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Specialization Course*</td>
<td>5 cr.</td>
</tr>
</tbody>
</table>
Students undertake courses in the following sequence.

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>DPSY 8700 - Literature Review</td>
<td>2 cr.</td>
</tr>
<tr>
<td>6</td>
<td>Complete Residency 3 once you have a prospectus in Walden's review system.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Specialization Course*</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>DPSY 8115 - Writing a Quality Prospectus in Psychology OR DPSY 8185 - Writing a Quality Prospectus in Psychology</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>Residency 4 –Complete residency 4 after your prospectus is approved as follows:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Residency 4 General (RESI 8404) OR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Residency 4 Proposal Writing (RESI 8404Q) OR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Residency 4 Methods &amp; Data Collection: Qualitative (RESI 8404R) OR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Residency 4 Methods &amp; Data Collection: Quantitative (RESI 8404S) OR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Residency 4 Publishing &amp; Presenting (RESI 8404T) OR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>an approved professional conference (RESI 8900 for select programs only. Contact Advising for information.) OR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a dissertation intensive (DRWI 8500) during your 9000 course. Contact Student Success Advising to register. You must attend all sessions and advising throughout the entire intensive retreat in order to successfully complete the experience to satisfy residency 4 requirements. NOTE: Intensive Retreats are NOT included in Fast Track tuition.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>DPSY 8218 - Gender and Development</td>
<td>5 cr.</td>
</tr>
<tr>
<td>8+</td>
<td>DPSY 9000 - Dissertation **</td>
<td>5 cr. per term for a minimum of 4 terms; taken</td>
</tr>
</tbody>
</table>
Students undertake courses in the following sequence.

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>continuously until completion</td>
</tr>
<tr>
<td>Optional:</td>
<td>Complete a dissertation intensive (DRWI 8500) during PSYC 9000. Contact Student Success Advising to register.</td>
<td></td>
</tr>
</tbody>
</table>

* See each specialization page for specific courses for that specialization.

** Students take this course for a minimum of four terms and are continuously enrolled until completion of their doctoral study with final chief academic officer (CAO) approval. In general, students are continuously registered in the dissertation study course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation course shell.

To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

** Master of Philosophy (Embedded Degree)**

Walden awards the Master of Philosophy (MPhil) degree to recognize PhD students for academic achievement leading up to their dissertation. With an MPhil, students will be able to demonstrate to employers and others that they have an advanced knowledge base in their field of study as well as proficiency in research design and evaluation.

Students are eligible to apply for this credential while continuing their PhD program once they have completed:

- All required PhD core courses (or KAMs)
- All required PhD specialization courses (or KAMs)
- All required doctoral research and advanced research courses
- Program prospectus development course
- Residencies 1, 2, and 3

A minimum 3.0 GPA is mandatory.
The MPhil requires a minimum of 45 quarter credits. Maximum transfer of credit varies by program but is not to exceed 50% of the overall, or embedded, program requirements.

**Doctoral Writing Assessment**

Students who start or readmit to doctoral programs at Walden University in the university catalog for academic year 2017 or later will complete the university's required doctoral writing assessment. Designed to evaluate incoming doctoral students' writing skills, this assessment aims to help prepare incoming doctoral students to meet the university's expectations for writing at the doctoral level.

**Note on Licensure**

The PhD in Developmental Psychology program is not a licensure program and does not prepare an individual to become a licensed psychology professional.

**8-Year Maximum Time Frame**

Students have up to 8 years to complete their doctoral degree requirements (see Enrollment Requirements). Students may petition to extend the 8-year maximum time frame, but an extension is not guaranteed.

**PhD in Education**

The PhD in Education is a research-focused program that produces outstanding professionals who can address the nation's most pressing challenges in the field of education. Specializations in a variety of established and newly emerging fields and a general program are available. For those educators whose particular learning interests are not met by one of the specializations or whose interests are interdisciplinary, The Richard W. Riley College of Education and Human Services also offers a self-designed specialization to meet their unique needs.

The PhD in Education learning outcomes will be demonstrated through numerous direct and indirect measures in each of the PhD specializations.

**Learning Outcomes**

At the end of this program, the education professional will be able to:

- Synthesize content knowledge grounded in a specific educational discipline.
- Critically analyze education-related issues.
Align research methodologies to questions and hypotheses addressing problems in the discipline of education.

Communicate ideas to a variety of audiences related to the profession using oral and written scholarly formats.

Practice ethically as a scholar in the field of education.

Integrate a focus on global diversity and multiculturalism into solving problems in education.

Evaluate the role of education in advancing social justice and positive social change.

Specializations

Changing specializations may increase a student's expected time-to-degree completion and cost.

- Curriculum Instruction Assessment and Evaluation
- Early Childhood Leadership and Advocacy
- Early Childhood Special Education
- Education Policy, Leadership, and Management (P–20)
- Educational Technology and Design
- Higher Education Leadership, Management, and Policy
- Higher Education, Leadership, and Policy (Self-Designed)
- Learning, Instruction, and Innovation
- Organizational Research, Assessment, and Evaluation
- P–20 Education (Self-Designed)
- Reading Literacy, Assessment, and Evaluation

Degree Requirements

- Professional Development Plan and Program of Study
  - Foundation course (5 cr.)
  - Core course (5 cr.)
  - Specialization courses (30 cr.)
  - Doctoral support courses (6 cr.)
  - Research courses (20 cr.)
  - Completion of the Doctoral Capstone
    - Doctoral Dissertation course
  - Four PhD residencies

Curriculum
These courses are dependent upon the particular specialization. Please see the course list on each specialization page.

Core Research Sequence (15 cr.)

Courses composing the core research sequence are conducted online and require weekly readings, participation in discussions, and assignment completion. Course instructors guide discussions and evaluate discussion and application assignments. RSCH 8100 or 8110 must be completed prior to Residency 2 of the academic residencies. RSCH 8200 or 8210 and RSCH 8300 or 8310 must be completed prior to beginning the dissertation or attending Residency 3.

- RSCH 8110 - Research Theory, Design, and Methods
- RSCH 8210 - Quantitative Reasoning and Analysis
- RSCH 8310 - Qualitative Reasoning and Analysis

Doctoral Support Courses (6 cr.)

- EDPD 8003 - Tools for Doctoral Research Success
- EDPD 8004 - Demystifying Doctoral Writing for Research
- EDPD 8900 - Completing the Prospectus

Advanced Research Course (5 cr.)

Those enrolled in this specialization are required to complete an advanced research course. The university offers three advanced research courses: quantitative, qualitative, and mixed-methods. When the prospectus is approved, students will take the advanced research course selected as the methodology approved for the dissertation.

Students are required to complete one of the following courses:

- RSCH 8260 - Advanced Quantitative Reasoning and Analysis
- RSCH 8360 - Advanced Qualitative Reasoning and Analysis
- RSCH 8460 - Advanced Mixed-Methods Reasoning and Analysis

Residency Requirements

Complete Residency 1 as soon as you begin your program; should be completed within 90 days of completing your Foundations course (EDPD 8002/EDPD 8006/EDUC 8110).

Complete Residency 2 after RSCH 8100/RSCH 8110.
Complete Residency 3 after RSCH 8200/8210 and RSCH 8300/8310.
Complete Residency 4 after your prospectus is approved and you are enrolled in EDUC 9000 or EDPD 8990 as:
Residency 4 General (RESI 8404) OR
Residency 4 Proposal Writing (RESI 8404Q) OR
Residency 4 Methods & Data Collection: Qualitative (RESI 8404R) OR
Residency 4 Methods & Data Collection: Quantitative (RESI 8404S) OR
Residency 4 Publishing & Presenting (RESI 8404T) OR
a dissertation intensive (DRWI 8500). Contact Student Success Advising to register. NOTE: Intensive Retreats are NOT included in Fast Track tuition.

Completion of the Doctoral Capstone

EDPD 8990 - Completing the Dissertation

Course Sequence

See each specialization page for the course sequence.

Master of Philosophy (Embedded Degree)

Walden awards the Master of Philosophy (MPhil) degree to recognize PhD students for academic achievement leading up to their dissertation. With an MPhil, students will be able to demonstrate to employers and others that they have an advanced knowledge base in their field of study as well as proficiency in research design and evaluation.

Students are eligible to apply for this credential while continuing their PhD program once they have completed:

- All required PhD core courses (or KAMs)
- All required PhD specialization courses (or KAMs)
- All required doctoral research and advanced research courses
- Program prospectus development course
- Residencies 1, 2, and 3

A minimum 3.0 GPA is mandatory.

The MPhil requires a minimum of 45 quarter credits. Maximum transfer of credit varies by program but is not to exceed 50% of the overall, or embedded, program requirements.

Doctoral Writing Assessment

Students who start or readmit to doctoral programs at Walden University in the university catalog for academic year 2017 or later will complete the university’s required doctoral writing assessment. Designed to evaluate incoming doctoral students’ writing skills, this assessment aims to help prepare incoming doctoral students to meet the university’s expectations for writing at the doctoral level.
Note on Teacher Licensure or Certification

This program does not lead to teacher licensure or certification. Teachers are advised to contact their individual school districts as to whether this program may qualify for salary advancement.

8-Year Maximum Time Frame

Students have up to 8 years to complete their doctoral degree requirements (see Enrollment Requirements). Students may petition to extend the 8-year maximum time frame, but an extension is not guaranteed.

PhD in Health Education and Promotion

In recent years, public, professional, governmental, and medical groups have increasingly come to recognize the need for more health and wellness promotion initiatives, as the majority of adults do not meet the minimum recommendations to eat healthfully, exercise more, and make behavioral changes that can reduce disease and prolong their lives. With the focus of healthcare shifting toward preventive care and education, the demand for qualified health educators is projected to rise 21% by 2020.* Now is the time for students to gain the knowledge, skills, and credentials needed to plan, implement, and evaluate prevention programs and services. With an online PhD in Health Education and Promotion degree, students can help groups and individuals lead healthier lifestyles or conduct research in an area that will help make the world a healthier place.

As one of a small number of online doctoral programs that is fully dedicated to this topic, Walden’s health education and promotion degree program explores both individual and population health, focusing on health behavior theory and techniques for changing behaviors. Using the latest technology, students will review case studies that touch on current trends and research and explore best practices from a global perspective.

Learning Outcomes

At the completion of this program, students will be able to:

- Evaluate the factors that impact individual and population health.
- Synthesize assessment results to identify and prioritize health problems.
- Engage in collaborative planning of health interventions.
- Apply knowledge that results in successful implementation and monitoring of health promotion and disease prevention interventions.
- Evaluate the effectiveness of health promotion and disease prevention interventions.
Conduct original health education-related research.
Demonstrate ethical behavior as a health education scholar-practitioner.
Facilitate efforts among stakeholders to achieve common goals related to individual and community health.
Apply health education principles, theories, and models to create professional communication and establish positive public relations.
Use evidence-based research to advocate for policies and programs that promote positive social change related to the health of individuals and communities.

Specializations

Students must select three specialization courses from one of the following specializations to complete during the course of the program.

- Behavioral Health
- Global Health
- Management and Leadership
- Online Teaching in Higher Education
- Population Health
- Research

Minimum Degree Requirements

Track I (prior MS in Health Education and Promotion degree or related health education and promotion degree)

- Doctoral Writing Assessment
- Foundation course (3 cr.)
- Core courses (25 cr.)
- Research courses (20 cr.)
- Specialization courses (15 cr.)
- Completion of Doctoral Capstone
  - Dissertation writing courses (continuous enrollment in 5 cr. per term for a minimum of 4 terms until completion)
- Quarter Plans
- Four PhD residencies

Track II (prior MPH degree)

- Doctoral Writing Assessment
- Foundation course (3 cr.)
Core courses (40 cr.)
Research courses (20 cr.)
Specialization courses (15 cr.)
Completion of Doctoral Capstone
  Dissertation writing courses (continuous enrollment in 5 cr. per term for a minimum of 4 terms until completion)
Quarter Plans
Four PhD residencies

Track III

Doctoral Writing Assessment
Foundation course (3 cr.)
Core courses (55 cr.)
Research courses (20 cr.)
Specialization courses (15 cr.)
Completion of Doctoral Capstone
  Dissertation writing courses (continuous enrollment in 5 cr. per term for a minimum of 4 terms until completion)
Quarter Plans
Four PhD residencies

Residency Requirements

Complete Residency 1 Term 1; required in order to advance into RSCH 8110.
Complete Residency 2 between Terms 2 and 5; required in order to advance into HLTH 8551.
Complete Residency 3 between Terms 6 and 7; required in order to advance into HLTH 9101.
Complete Residency 4 after your prospectus is approved and you are enrolled in EDUC 9000 or EDPD 8990, complete residency 4 during your third year or beyond as:
  Residency 4 General (RESI 8404) OR
  Residency 4 Proposal Writing (RESI 8404Q) OR
  Residency 4 Methods & Data Collection: Qualitative (RESI 8404R) OR
  Residency 4 Methods & Data Collection: Quantitative (RESI 8404S) OR
  Residency 4 Publishing & Presenting (RESI 8404T) OR
  a dissertation intensive (DRWI 8500). Contact Student Success Advising to register. Note: Intensives are not included in Fast Track tuition.

Optional: Complete a PhD dissertation intensive (DRWI 8500) during your dissertation. Contact Student Success Advising to register.
Course Sequences

Track I

The recommended course sequence is as follows:

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>HLTH 8003 - Building a Multidisciplinary Approach to Health</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>HLTH 8205 - Assessing Community Needs for Health Education</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td><strong>Complete Residency 1 in Term 1; required in order to advance into RSCH 8110.</strong></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>RSCH 8110 - Research Theory, Design, and Methods</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td><strong>Complete Residency 2 between Terms 2 and 5; required in order to advance into HLTH 8551.</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>HLTH 8052 - Advanced Issues in Global Public Health</td>
<td>5 cr.</td>
</tr>
<tr>
<td>3</td>
<td>RSCH 8210 - Quantitative Reasoning and Analysis</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>Specialization Course</td>
<td>5 cr.</td>
</tr>
<tr>
<td>4</td>
<td>RSCH 8310 - Qualitative Reasoning and Analysis</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>HLTH 8412 - Health Education and Communication Strategies</td>
<td>5 cr.</td>
</tr>
<tr>
<td>5</td>
<td>HLTH 8207 - Grant Writing</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>Specialization Course</td>
<td>5 cr.</td>
</tr>
<tr>
<td>6</td>
<td>HLTH 8551 - Preparing for Dissertation</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>Specialization Course</td>
<td>5 cr.</td>
</tr>
<tr>
<td>Quarter</td>
<td>Course</td>
<td>Credits</td>
</tr>
<tr>
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</tr>
<tr>
<td></td>
<td>Complete Residency 3 between Terms 6 and 7; required in order to advance into HLTH 9101.</td>
<td></td>
</tr>
<tr>
<td>7+</td>
<td>RSCH 8261 - Advanced Quantitative Reasoning and Analysis OR RSCH 8361 - Advanced Qualitative Reasoning and Analysis OR RSCH 8461 - Advanced Mixed-Methods Reasoning and Analysis</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>Complete Residency 4 after your prospectus is approved and you are enrolled in EDUC 9000 or EDPD 8990, complete residency 4 during your third year or beyond as:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Residency 4 General (RESI 8404) OR Residency 4 Proposal Writing (RESI 8404Q) OR Residency 4 Methods &amp; Data Collection: Qualitative (RESI 8404R) OR Residency 4 Methods &amp; Data Collection: Quantitative (RESI 8404S) OR Residency 4 Publishing &amp; Presenting (RESI 8404T) OR a dissertation intensive (DRWI 8500). Contact Student Success Advising to register. Note: Intensives are not included in Fast Track tuition.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HLTH 9101 - Dissertation*</td>
<td>Continuous enrollment in 5 cr. per term for a minimum of 4 terms until completion</td>
</tr>
<tr>
<td></td>
<td>Optional: Complete a PhD dissertation intensive (DRWI 8500) during your dissertation. Contact Student Success Advising to register.</td>
<td></td>
</tr>
</tbody>
</table>

*Students take this course for a minimum of four quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval. In general, students are continuously registered in the dissertation/doctoral study course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation/doctoral study course shell.

To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research
Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

**Track II**

The recommended course sequence is as follows:

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>HLTH 8003 - Building a Multidisciplinary Approach to Health♦</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>HLTH 8110 - Exploring Health Education in the 21st Century</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>Complete Residency 1 in Term 1; required in order to advance into RSCH 8110.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>HLTH 8205 - Assessing Community Needs for Health Education</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>HLTH 8038 - Health Behavior Theory</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>Complete Residency 2 between Terms 2 and 5; required in order to advance into HLTH 8551.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>RSCH 8110 - Research Theory, Design, and Methods♦</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>HLTH 8052 - Advanced Issues in Global Public Health♦</td>
<td>5 cr.</td>
</tr>
<tr>
<td>4</td>
<td>RSCH 8210 - Quantitative Reasoning and Analysis♦</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>Specialization Course</td>
<td>5 cr.</td>
</tr>
<tr>
<td>5</td>
<td>RSCH 8310 - Qualitative Reasoning and Analysis♦</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>HLTH 8048 - Research Application of Public Health and Behavior</td>
<td>5 cr.</td>
</tr>
<tr>
<td>Quarter</td>
<td>Course</td>
<td>Credits</td>
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<tr>
<td>---------</td>
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</tr>
<tr>
<td>6</td>
<td>HLTH 8207 - Grant Writing</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>Specialization Course</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>Complete Residency 3 between Terms 6 and 7; required in order to advance into HLTH 9101.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>HLTH 8412 - Health Education and Communication Strategies</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>HLTH 8551 - Preparing for Dissertation</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>Specialization Course</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>RSCH 8250 - Advanced Quantitative Reasoning and Analysis OR RSCH 8360 - Advanced Qualitative Reasoning and Analysis OR RSCH 8460 - Advanced Mixed-Methods Reasoning and Analysis</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>Complete Residency 4 after your prospectus is approved and you are enrolled in EDUC 9000 or EDPD 8990, complete residency 4 during your third year or beyond as: Residency 4 General (RESI 8404) OR Residency 4 Proposal Writing (RESI 8404Q) OR Residency 4 Methods &amp; Data Collection: Qualitative (RESI 8404R) OR Residency 4 Methods &amp; Data Collection: Quantitative (RESI 8404S) OR Residency 4 Publishing &amp; Presenting (RESI 8404T) OR a dissertation intensive (DRWI 8500). Contact Student Success Advising to register. <strong>Note:</strong> Intensives are not included in Fast Track tuition.</td>
<td></td>
</tr>
<tr>
<td>9+</td>
<td>HLTH 9101 - Dissertation*</td>
<td>Continuous enrollment in 5 cr. per term for a minimum of 4 terms until completion</td>
</tr>
</tbody>
</table>
Optional: Complete a PhD dissertation intensive (DRWI 8500) during your dissertation. Contact Student Success Advising to register.

*Students take this course for a minimum of four quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval. In general, students are continuously registered in the dissertation/doctoral study course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation/doctoral study course shell.

To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

Track III

The recommended course sequence is as follows:

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>HLTH 8003 - Building a Multidisciplinary Approach to Health</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>HLTH 8110 - Exploring Health Education in the 21st Century</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>Complete Residency 1 in Term 1; required in order to advance into RSCH 8110.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>HLTH 8205 - Assessing Community Needs for Health Education</td>
<td>5 cr.</td>
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<tr>
<td></td>
<td>HLTH 8038 - Health Behavior Theory</td>
<td>5 cr.</td>
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<tr>
<td>3</td>
<td>HLTH 8048 - Research Application of Public Health and Behavior</td>
<td>5 cr.</td>
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<tr>
<td>Quarter</td>
<td>Course</td>
<td>Credits</td>
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<tr>
<td>4</td>
<td>HLTH 8052 - Advanced Issues in Global Public Health</td>
<td>5 cr.</td>
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<tr>
<td></td>
<td>RSCH 8110 - Research Theory, Design, and Methods</td>
<td>5 cr.</td>
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<td></td>
<td>HLTH 8412 - Health Education and Communication Strategies</td>
<td>5 cr.</td>
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<tr>
<td>5</td>
<td>Complete Residency 2 between Terms 2 and 5; required in order to advance into HLTH 8551.</td>
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<tr>
<td></td>
<td>RSCH 8210 - Quantitative Reasoning and Analysis</td>
<td>5 cr.</td>
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<tr>
<td></td>
<td>Specialization Course</td>
<td>5 cr.</td>
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<tr>
<td>6</td>
<td>RSCH 8310 - Qualitative Reasoning and Analysis</td>
<td>5 cr.</td>
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<td></td>
<td>HLTH 8040 - Advanced Public Health Policy and Advocacy</td>
<td>5 cr.</td>
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<tr>
<td></td>
<td>Complete Residency 3 between Terms 6 and 7; required in order to advance into HLTH 9101.</td>
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<tr>
<td>7</td>
<td>HLTH 8475 - Advanced Program Implementation and Evaluation</td>
<td>5 cr.</td>
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<td>HLTH 8031 - Public Health Administration and Leadership</td>
<td>5 cr.</td>
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<td>8</td>
<td>Specialization Course</td>
<td>5 cr.</td>
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<tr>
<td></td>
<td>HLTH 8207 - Grant Writing</td>
<td>5 cr.</td>
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<tr>
<td>9</td>
<td>HLTH 8551 - Preparing for Dissertation</td>
<td>5 cr.</td>
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<tr>
<td></td>
<td>Specialization Course</td>
<td>5 cr.</td>
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<tr>
<td></td>
<td>Complete Residency 4 after your prospectus is approved and you are enrolled in EDUC 9000 or</td>
<td></td>
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<tr>
<td>Quarter</td>
<td>Course</td>
<td>Credits</td>
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<tr>
<td>10+</td>
<td>RSCH 8260 - Advanced Quantitative Reasoning and Analysis OR RSCH 8360 - Advanced Qualitative Reasoning and Analysis OR RSCH 8460 - Advanced Mixed-Methods Reasoning and Analysis</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>HLTH 9101 - Dissertation*</td>
<td>Continuous enrollment in 5 cr. per term for a minimum of 4 terms until completion</td>
</tr>
<tr>
<td></td>
<td>Optional: Complete a PhD dissertation intensive (DRWI 8500) during your dissertation. Contact Student Success Advising to register.</td>
<td></td>
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</tbody>
</table>

*Students take this course for a minimum of four quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval. In general, students are continuously registered in the dissertation/doctoral study course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation/doctoral study course shell.

To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.
Master of Philosophy (Embedded Degree)

Walden awards the Master of Philosophy (MPhil) degree to recognize PhD students for academic achievement leading up to their dissertation. With an MPhil, students will be able to demonstrate to employers and others that they have an advanced knowledge base in their field of study as well as proficiency in research design and evaluation.

Students are eligible to apply for this credential while continuing their PhD program once they have completed:
- All required PhD core courses (or KAMs)
- All required PhD specialization courses (or KAMs)
- All required doctoral research and advanced research courses
- Program prospectus development course
- Residencies 1, 2, and 3

A minimum 3.0 GPA is mandatory.

The MPhil requires a minimum of 45 quarter credits. Maximum transfer of credit varies by program but is not to exceed 50% of the overall, or embedded, program requirements.

Doctoral Writing Assessment

Students who start or readmit to doctoral programs at Walden University in the university catalog for academic year 2017 or later will complete the university’s required doctoral writing assessment. Designed to evaluate incoming doctoral students' writing skills, this assessment aims to help prepare incoming doctoral students to meet the university's expectations for writing at the doctoral level.

8-Year Maximum Time Frame

In general, students are continuously registered in the dissertation/doctoral study course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation/doctoral study course shell.

Students have up to 8 years to complete their doctoral degree requirements (see Enrollment Requirements in the student handbook). Students may petition to extend the 8-year maximum time frame, but an extension is not guaranteed.

Note on Certification

The PhD in Health Education and Promotion has been designed to reflect the Seven Areas of Responsibility for Health Educators outlined by the National Commission for Health Education Credentialing (NCHEC) and to prepare students to sit for the national Certified Health Education Specialist (CHES) and Master Certified Health Education Specialist (MCHES) exams. Walden enrollment specialists can provide information relating to national certification exams; however, it remains the individual's responsibility to
understand, evaluate, and comply with all requirements relating to national certification exams for the state in which he or she resides. Additionally, prospective students are advised if they choose to relocate to carefully review, evaluate, and understand the requirements of the applicable licensure board in the state in which they intend to relocate. Walden makes no representations or guarantee that completion of Walden coursework or programs will permit an individual to obtain national certification. For more information about the CHES and MCHES exams, students should visit http://www.nchec.org.
College of Health Sciences and Public Policy

Bachelor’s Degree Programs

BS in Health Studies

Walden University’s BS in Health Studies program is designed to empower students as critical and creative thinkers who are capable of addressing the health needs of local and global communities through the delivery of healthcare services. Students will gain the knowledge base required to understand and anticipate the continuing changes in the healthcare industry and prepare health professionals to work within a variety of healthcare settings.

Note: The BS in Health Studies program is offered in two different learning modalities: the course-based modality and the competency-based modality, Tempo Learning®.

Learning Outcomes

Roman numerals in parentheses at the end of each learning outcome indicate alignment to the Walden University outcomes.

At the end of this program, students will be able to:

- Evaluate health and wellness promotion initiatives. (II, IV, V, VI)
- Critically appraise the context and quality of healthcare delivery within and outside of the United States. (II, IV, V, VI)
- Evaluate health-related research and research methods. (IV, V, VI)
- Explain how a variety of factors (including behavioral theories, social and cultural factors and epidemiological principles) impact health. (II, IV, V, IX)
- Assess public and global health issues across class, race, ethnicity and culture. (I, IV, V, VI, VIII, IX)
- Demonstrate the skills needed to create effective health programs and services (inclusive of program planning, healthcare management and program evaluation). (II, III, IV, V, VI)
- Demonstrate effective communication skills necessary to advance social change in health education and promotion. (I, II, VIII)

Competency-Based Education
In addition to the course-based option described below, students can choose to earn their BS in Health Studies through the competency-based education modality. Upon successful completion of program requirements, students will earn the same Walden degree in either modality. See the BS in Health Studies (Competency Based) page for program details.

Course-Based Program

Concentrations

Accelerate Into Master's (AIM)
General Program
Child Development
Disaster and Emergency Management
Health and Cultural Diversity
Health Communication
Health Informatics
Healthcare Management
Health Promotion and Wellness
Health Psychology and Behavior
Self-Designed

Degree Requirements

181 total quarter credit hours
General education courses (46 cr.)
Core courses (55 cr.)
Concentration courses (0–25 cr., depending on concentration)
Elective courses (50–75 cr., depending on concentration)
Capstone course (5 cr.)

Curriculum

General Education Courses (46 cr.)

See the general education section of this Walden University Catalog.

Note: A minimum of 60 quarter credits must be completed at the 3000 or 4000 level in order to meet program requirements. In some cases, this means that students will need to select 3000 or 4000 level courses as either general education or elective options. Students should consult their student success advisor if they have questions about individual program requirements.
First Term Course (6 cr.)

HMNT 1001 - Living and Learning in the Technological World

Core Courses (55 cr.)

HLTH 1000 - Concepts of Health Promotion
HLTH 1005 - Context of Healthcare Delivery
HLTH 2110 - Behavioral and Cultural Issues in Healthcare
HLTH 2500 - Theories of Health Behavior
HLTH 3115 - Public and Global Health
HLTH 4000 - Introduction to Healthcare Management
HLTH 4200 - Principles of Epidemiology
HLTH 4205 - Introduction to Research Methods and Analysis
HLTH 4380 - Strategies for Health Communication and Wellness
PUBH 4030 - Planning Public Health Programs
PUBH 4100 - Evaluating Public Health Programs

Electives (50–75 cr.)

Students following a specific concentration are to select 10 additional courses to fulfill the elective requirement; students choosing the General Program select 15 additional courses. Students may choose courses from general education, BS in Health Studies, or other Walden bachelor’s degree programs. Students may also be eligible to transfer previous credit to meet their elective requirements. These credits of electives are in addition to the 5-credit general education elective.

Note on Minors: Electives can also be used to complete a six-course minor.

Capstone Course (5 cr.)

HLTH 4900 - Capstone

Note on Certification

The BS in Health Studies concentration in Health Promotion and Wellness has been designed to reflect the Seven Areas of Responsibility for Health Educators outlined by the National Commission for Health Education Credentialing (NCHEC) to prepare students to sit for the national Certified Health Education Specialist (CHES) exam. Walden enrollment specialists can provide information relating to national certification exams; however, it remains the individual’s responsibility to understand, evaluate, and comply with all requirements relating to national certification exams for the state in which he or she resides. Additionally, prospective students are advised if they choose to relocate to carefully review, evaluate, and understand the requirements of the applicable licensure board in the state in which they intend to relocate. Walden makes no representations or guarantee that completion of Walden coursework or programs will permit an individual to obtain national certification. For more information about the CHES exam, students should visit http://www.ncheconline.org.
**BS in Health Studies (Competency Based)**

Tempo Learning® is Walden's competency-based education modality, an alternative way of earning a Walden degree offered for some Walden programs. Instead of courses, the Walden Tempo Learning® program is comprised of competencies and rigorous assessments. Students progress through the Tempo Learning® model by successfully passing competency assessments. A student must successfully achieve or master all competency assessments to graduate from the program.

Students earn the same Walden degree whether they choose the course-based or the competency-based modality.

**Concentrations**

- Health Promotion and Wellness
- Healthcare Management

**Degree Requirements**

- 180 total credits
- General education courses (45 cr.)
- Core competencies (55 cr.)
- Concentration courses (0 cr.) or
  - Health Promotion and Wellness concentration (25 cr.)
  - Healthcare Management concentration (25 cr.)
- Elective courses (75 cr.) or
  - Health Promotion and Wellness concentration (50 cr.)
  - Healthcare Management concentration (50 cr.)
- Capstone competencies (5 cr.)

**Curriculum**

**General Education Courses (45 cr.)**

See the general education section of this *Walden University Catalog*.

**Note:** A minimum of 60 quarter credits must be completed at the 3000 or 4000 level in order to meet program requirements. In some cases, this means that students will need to select 3000 or 4000 level courses as either general education or elective options. Students should consult their student success advisor if they have questions about individual program requirements.
Core Competencies (55 cr.)

**HLTH 1000 - Concepts of Health Promotion**
- CH1001 Health Promotion
  - Identify concepts relating to health promotion.
- CH1002 Dimensions of Wellness
  - Apply dimensions of wellness to personal health goals.
- CH1003 Health Literacy
  - Analyze the relationship between health literacy, health marketing, and consumer behavior.
- CH1004 Health Indicators
  - Analyze social determinants of health that impact health indicators.

**HLTH 1005 - Context of Healthcare Delivery**
- HD1001 Bills and Laws
  - Identify the key points of historical bills and laws in healthcare.
- HD1002 Healthcare Systems
  - Compare aspects of the U.S. healthcare system to other countries.
- HD1003 Vertical and Horizontal Integrated Systems
  - Analyze the benefits and limitations of integrated systems.
- HD1004 Current Health Issues in the Workplace
  - Analyze the impact of current healthcare delivery issues.
- HD1005 Barriers to Care
  - Apply strategies to mitigate barriers of care.
- HD1006 Continuum of Care
  - Develop patient plans throughout the continuum of care.

**HLTH 2110 - Behavioral and Cultural Issues in Healthcare**
- BC2001 Health Disparities
  - Demonstrate understanding of health disparities.
- BC2002 Cultural Competence
  - Apply culturally competent practices when working with patients and other healthcare professionals.
- BC2003 Social Ecological Model
  - Apply the social ecological model to community health issues.
- BC2004 Health Disparity Programs
  - Evaluate intervention programs aimed at mitigating health disparities.
- BC2005 Advocacy
  - Advocate for changes to policies or programs that positively impact the health of vulnerable populations.

**HLTH 2500 - Theories of Health Behavior**
HB2001 Influences on Health Behavior
   Analyze the influences of personal, social, and environmental factors on health behaviors.

HB2002 Health Behavior Theories and Models
   Describe key concepts associated with health behavior theories and models.

HB2003 Changing Health Behaviors
   Analyze theory-based strategies to change health behaviors.

HB2004 Applying Health Behavior Theories and Models
   Apply theories and models to the development of strategies that influence health behaviors in specific populations with health issues.

HLTH 3115 - Public and Global Health

PG3001 Global Health Trends and Practices
   Identify key influences on global health trends and practices.

PG3002 Global Health Populations
   Describe key public health populations and global health factors that affect diverse populations and cultures, as well as women and children.

PG3003 Infectious Disease
   Identify and describe infectious diseases and their modes of transmission.

PG3004 Chronic Disease
   Identify chronic diseases, such as heart disease, cancer, and diabetes, and their impact on global health trends.

PG3005 Global Health Organizations and Strategies
   Describe global health agencies, their roles, and the ways in which they support global public health.

PG3006 The Future of Global Health
   Recognize emerging trends in global public health as they relate to population growth, new technology, and ethical/legal considerations.

PG3007 Apply Principles of Global Public Health
   Recommend strategies to positively affect global public health in an identified population.

HLTH 4000 - Introduction to Healthcare Management

HM4001 Manager vs. Leader
   Differentiate the characteristics of managers and leaders.

HM4002 Emotional Intelligence
   Analyze the influence of emotional intelligence on leadership style.

HM4003 Roles and Responsibilities
   Delegate responsibilities within a healthcare management team.

HM4004 Leadership Strategies
   Apply leadership strategies to management scenarios.
HM4005 Leadership Philosophy
   Develop a personal leadership philosophy reflective of emotional intelligence and leadership style.

HLTH 4200 - Principles of Epidemiology
PE4001 Descriptive Epidemiology
   Analyze the epidemiologic factors of disease related to person, place, and time.

PE4002 Study Designs
   Analyze study designs as they apply to the surveillance of diseases.

PE4003 Role of the Epidemiologist
   Analyze the role of the epidemiologist in informing scientific, ethical, economic, and political decisions within public health.

HLTH 4205 - Introduction to Research Methods and Analysis
RM4001 Research Questions
   Develop health-related research questions designed around the scientific method.

RM4002 Literature Review
   Evaluate peer-reviewed research surrounding health-related topics.

RM4003 Research Design
   Apply research design to health-related topics.

RM4004 Ethics in Research
   Apply ethical principles to health-related research.

RM4005 Data Collection and Analysis
   Apply data collection and analysis tools to health-related topics.

RM4006 Presenting Your Proposal
   Present formal research proposals.

HLTH 4380 - Strategies for Health Communication and Wellness
CW4001 Key Characteristics of Health Communications
   Analyze the components and processes of health communication.

CW4002 Resource Evaluation
   Evaluate credible sources.

CW4003 Health Behavior Theories
   Apply health behavior theories and models to develop effective communications.

CW4004 Designing Health Communications
   Design targeted health communications for diverse and low literacy populations.

CW4005 Emerging Technologies
   Recommend technology-based strategies to communicate to diverse populations.
CW4006 Social Marketing Plan
   Develop social marketing plans.

PUBH 4030 - Planning Public Health Programs
   PUBH 4030 - Planning Public Health Programs
   PP4001 Community Needs Assessment
      Justify the selection of public health problems within targeted communities.
   PP4002 Planning Models
      Justify the selection of planning models to address chosen public health problems within targeted communities.
   PP4003 Mission, Goals, Objectives, and Strategies
      Develop measurable goals, objectives, and intervention strategies to address chosen public health issues.
   PP4004 Implementation
      Develop budgets, timelines, and marketing strategies for program plan implementation.
   PP4005 Program Proposal
      Develop proposals to present program plans.

PUBH 4100 - Evaluating Public Health Programs
   PUBH 4100 - Evaluating Public Health Programs
   EV4001 Purposes of Program Evaluation
      Analyze purposes of program evaluation and distinguish between types of evaluation.
   EV4002 Program Evaluation Steps
      Apply the steps in designing and conducting program evaluations.
   EV4003 Program Evaluation Standards
      Assess program evaluation criteria to meet standards.
   EV4004 Data Collection
      Recommend valid data collection tools applicable to program evaluation plans.
   EV4005 Data Analysis and Reporting
      Develop plans for data analysis and reporting evaluation results.

Concentration Courses (0 or 25 cr.)

These courses are dependent upon the particular concentration. Please see the course list on each concentration page.

Electives (75 or 50 cr.)

Students are to select 15 or 10 additional courses (based on their concentration) to fulfill the elective requirement. Students may choose courses from either general
education, BS in Health Studies, or other Walden bachelor’s degree programs. At least 30 credits must be at the 3000 level or higher. Individual course prerequisites apply.

Capstone Competencies (5 cr.)

HLTH 4900 - Capstone
CS4001 Professional Standards
   Analyze health knowledge as it applies to professional skills and responsibilities.
CS4002 Professional Development
   Apply communication skills related to professional development.
CS4003 Annotated Bibliography
   Evaluate evidence-based resources relating to selected health issues and professional standards.
CS4004 Communication Skills
   Apply communication skills to selected health issues and professional standards.
CS4005 Social Change
   Apply social change concepts to a selected health issue.

Note on Curriculum

In an effort to ensure competencies are kept up to date and relevant to meet the learning outcomes of the program, the number and subject matter of individual competencies needed to satisfy program course requirements may change. However, program outcomes and the number and subject matter of courses will not be impacted. As a result, the required competencies listed in a student’s individual learning plan may differ from what is currently listed in the catalog.

BS in Healthcare Management (Competency Based)

Tempo Learning® is Walden’s competency-based education modality, an alternative way of earning a Walden degree offered for some Walden programs. Instead of courses, the Walden Tempo Learning® program is comprised of competencies and rigorous assessments. Students progress through the Tempo Learning® model by successfully passing competency assessments. A student must successfully achieve or master all competency assessments to graduate from the program.

Students earn the same Walden degree whether they choose the course-based or the competency-based modality.

Concentrations

   Accelerate Into Master's (AIM)
Degree Requirements

180 total credits
General education courses (45 cr.)
Core competencies (80 cr.) or
   AIM concentration (85 cr.)
Elective courses (50 cr.) or
   AIM concentration (45 cr.)
Capstone competencies (5 cr.)

Curriculum

General Education Courses (45 cr.)

See the general education section of this Walden University Catalog.

Note: A minimum of 55 quarter credits must be completed at the 3000 or 4000 level in order to meet program requirements. In some cases, this means that students will need to select 3000- or 4000-level courses as either general education or elective options. Students should consult their student success advisor if they have questions about individual program requirements.

Core Competencies (85 cr.)

ACCT 1004 - Fundamentals of Accounting
   FA1001 The Role of Accounting and Financial Information in Business and Society
       Identify the authoritative and rule-making process of accounting.
   FA1002 The Accounting Cycle: Original Entries to Post-Closing Trial Balance
       Apply the accounting process to basic financial statements.
   FA1003 Financial Statement and Quality Information Assessment
       Evaluate the quality of information reported in financial statements.

HLTH 1000 - Concepts of Health Promotion
   CH1001 Health Promotion
       Identify concepts relating to health promotion.
   CH1002 Dimensions of Wellness
       Apply dimensions of wellness to personal health goals.
   CH1003 Health Literacy
       Analyze the relationship between health literacy, health marketing, and consumer behavior.
CH1004 Health Indicators
   Analyze social determinants of health that impact health indicators

HLTH 1005 - Context of Healthcare Delivery

HD1001 Bills and Laws
   Identify the key points of historical bills and laws in healthcare.

HD1002 Healthcare Systems
   Compare aspects of the U.S. healthcare system to other countries.

HD1003 Vertical and Horizontal Integrated Systems
   Analyze the benefits and limitations of integrated systems.

HD1004 Current Health Issues in the Workplace
   Analyze the impact of current health issues in the workplace.

HD1005 Barriers to Care
   Apply strategies to mitigate barriers of care.

HD1006 Continuum of Care
   Develop patient plans throughout the continuum of care.

HLTH 2110 - Behavioral and Cultural Issues in Healthcare

BC2001 Health Disparities
   Demonstrate understanding of health disparities.

BC2002 Cultural Competence
   Apply culturally competent practices when working with patients and other healthcare professionals.

BC2003 Social Ecological Model
   Apply the social ecological model to community health issues.

BC2004 Health Disparity Programs
   Evaluate intervention programs aimed at mitigating health disparities.

BC2005 Advocacy
   Advocate for changes to policies or programs that positively impact the health of vulnerable populations.

HLTH 2120 - Health Informatics

HI2001 Introduction to Health Informatics
   Analyze the breadth, depth, and importance of health informatics.

HI2002 Threats and Security
   Explain threats that impact informatics applications.

HI2003 Databases
   Analyze how databases are used in healthcare.

HI2004 Technological Tools
   Investigate current and trending technologies in healthcare.

HLTH 3100 - Ethical and Legal Issues in Healthcare

EA3001 Ethical Decision-Making Models
   Apply ethical decision-making models.
EA3002 Code of Ethics
   Apply codes of ethics to health-related issues.
EA3003 Legal Issues
   Apply healthcare-related laws to healthcare settings.
EA3004 Good Samaritan Laws
   Synthesize information on Good Samaritan laws.
EA3005 Informed Consent
   Apply informed consent criteria.
EA3006 End of Life
   Analyze the ethical and legal issues related to completed advanced directives.

HLTH 3105TL - The Interprofessional Healthcare Team [Tempo Learning®-Specific Course]
IH3001 Finding Your Role on the Team
   Analyze the relationship between the roles of different team members.
IH3002 Team Management Skills
   Apply communication and conflict resolution skills in an interprofessional team.
IH3003 Evaluating Team Members
   Evaluate members of an interprofessional team.

HLTH 3110 - Current Issues in Healthcare Policy and Practice
CI3001 Healthcare Delivery Models
   Analyze changing delivery models in acute healthcare.
CI3002 Long-Term Care Delivery Methods
   Evaluate quality, safety, and access of long-term care settings.
CI3003 Health Issues and Policy
   Evaluate U.S. health policies as they compare to policies in other countries.
CI3004 Policy Impact
   Analyze the impact of policy on healthcare.
CI3005 Policy Development
   Propose healthcare policy initiatives.

HLTH 3510 - Health Insurance and Reimbursement
IR3001 Introduction to Health Insurance and Reimbursement
   Identify key concepts relating to health insurance and reimbursement in the United States.
IR3002 Types of Health Insurance
   Analyze different types of health insurance.
IR3003 Fraud and Abuse
Analyze insurance and reimbursement cases for potential fraud and abuse.

IR3004 Revenue Cycle Management
Analyze the importance of effective revenue cycle management for a provider's fiscal stability.

IR3005 Prospective Payment Systems
Analyze the components of varying prospective payment systems.

HLTH 4000 - Introduction to Healthcare Management

HM4001 Manager vs. Leader
Differentiate the characteristics of managers and leaders.

HM4002 Emotional Intelligence
Analyze the influence of emotional intelligence on leadership style.

HM4003 Roles and Responsibilities
Delegate responsibilities within a healthcare management team.

HM4004 Leadership Strategies
Apply leadership strategies to management scenarios.

HM4005 Leadership Philosophy
Develop a personal leadership philosophy reflective of emotional intelligence and leadership style.

HLTH 4100 - Healthcare Organization Theory and Behavior

HT4001 Organizational Structure and Culture
Examine the structure of various organizations.

HT4002 Leadership
Analyze the qualities of leadership.

HT4003 Organizational Behavior Management
Apply management skills to organizational environments.

HT4004 Workplace Motivation
Apply workplace motivation theories.

HT4005 Organizational Change
Apply management strategies to foster positive organizational changes.

HLTH 4110 - Healthcare Quality and Safety

QS4001 Accreditation, Regulation, Certification, and Reporting
Justify the value of accreditation, regulation, certification, and reporting in healthcare organizations.

QS4002 Pay-for-Performance
Evaluate pay-for-performance (P4P) initiatives' impact on patient healthcare quality and safety outcomes.
QS4003 Safety
   Recommend safety improvements to address organizational vulnerabilities in patient care.

QS4004 Quality of Care
   Apply benchmark data to recommend improvements for healthcare quality and safety.

HLTH 4115 - Strategic Planning and Marketing in Healthcare
   MG4001 Mission, Vision, and Values
      Evaluate the mission, vision, and values for healthcare organizations.
   MG4002 SWOT Analysis
      Analyze the strengths, weaknesses, opportunities, and threats of healthcare organizations.
   MG4003 Develop Marketing Plans
      Develop marketing plans for healthcare organizations.

HLTH 4121 - Human Resource Management in Healthcare
   HW4001 Introduction to Human Resources in Healthcare
      Analyze the role of the human resources department in healthcare organizations.
   HW4002 Recruitment and Hiring
      Apply recruitment and hiring human resource strategies.
   HW4003 Compensation, Benefits, and Retention
      Analyze compensation, benefits, and retention strategies.
   HW4004 Performance Evaluations
      Conduct performance evaluations.
   HW4005 Employee Safety
      Recommend solutions to improve employee relations.

HLTH 4205 - Introduction to Research Methods and Analysis
   RM4001 Research Questions
      Develop health-related research questions designed around the scientific method.
   RM4002 Literature Review
      Evaluate peer-reviewed research surrounding health-related topics.
   RM4003 Research Design
      Apply research design to health-related topics.
   RM4004 Ethics in Research
      Apply ethical principles to health-related research.
   RM4005 Data Collection and Analysis
      Apply data collection and analysis tools to health-related topics.
   RM4006 Presenting Your Proposal
      Present formal research proposals.
HLTH 4520 - Healthcare Finance
   HF4001 Introduction to Finance
      Identify terms and concepts relating to healthcare finance.
   HF4002 Budget Analysis
      Analyze the relationship between financial statements and the financial
      health of an organization.
   HF4003 Cost Analysis
      Assess components and purposes of financial reports.
   HF4004 Business Plans and Proposals
      Apply budgeting strategies to effectively manage healthcare operations.

HLTH 4530 - Healthcare Economics From a Population Health Perspective
   HH4001 Introduction to Economics
      Identify concepts related to healthcare economics.
   HH4002 Health Insurance and Reimbursement
      Analyze the economic impact of health insurance and reimbursement.
   HH4003 Economics of Population Health
      Analyze the impact of social determinants of health.

Electives (50 or 45 cr.)

Students are to select 10 or nine courses (based on their concentration) from general
education, BS in Health Studies, or other Walden bachelor's degree programs. Elective
credits should total either 50 or 45 to meet the program requirements. Students may
also be eligible to transfer previous credit to meet their elective requirements.

Note: RN-BSN courses are not available to students outside the RN-BSN program.

Capstone Competencies (5 cr.)

HLTH 4900 - Capstone
   CS4001 Professional Standards
      Analyze health knowledge as it applies to professional skills and
      responsibilities.
   CS4002 Professional Development
      Apply communication skills related to professional development.
   CS4003 Annotated Bibliography
      Evaluate evidence-based resources relating to selected health issues and
      professional standards.
   CS4004 Communication Skills
      Apply communication skills to selected health issues and professional
      standards.
CS4005 Social Change
Apply social change concepts to a selected health issue.

Note on Curriculum

In an effort to ensure competencies are kept up to date and relevant to meet the learning outcomes of the program, the number and subject matter of individual competencies needed to satisfy program course requirements may change. However, program outcomes and the number and subject matter of courses will not be impacted. As a result, the required competencies listed in a student's individual learning plan may differ from what is currently listed in the catalog.

BS in Political Science and Public Administration

This program is no longer accepting new students. Current students must complete their programs of study in accordance with Walden’s Time-to-Degree Completion policies.

Delivering a unique blend of theory and application, Walden’s BS in Political Science and Public Administration program helps prepare students to advance their careers in public service or in the private sector—empowering them to effect positive change in their organizations and their communities. This degree can also help set the foundation for graduate study across a variety of disciplines, including law and public administration.

Through Walden’s new BS in Political Science and Public Administration program, students will have the opportunity to:

- Explore the foundations of American government, as well as contemporary issues and debates related to constitutional law and the judicial process.
- Understand the tools, skills, and strategies of today’s successful public-sector leaders and the intricacies involved in shaping public policy.
- Examine the ethical considerations facing leaders today and learn how to build organizations that reflect strong values.
- Address top issues and challenges in 21st-century global politics, from energy and trade to human rights and healthcare.
- Develop essential leadership skills in human resources, communications, planning, and budgeting.

Learning Outcomes

At the end of the program, students will be able to:

- Explain the constitutional, legal, institutional, and political foundations of American government.
- Explain the historical development and contemporary context of public administration in the United States.
Define ethical leadership and evaluate its importance in contemporary government and public administration.
Explain the principal dimensions of major global issues and their relevance to choices made at the national, state, and local levels.
Identify key debates over political principles that have endured over time and describe how these debates manifested in several contemporary political controversies.
Explain how public policy is formulated and implemented.
Describe how public sector organizations function with their political, social, and economic context.
Demonstrate how the methods of political science, public administration, or social entrepreneurship can be used to solve problems and create positive social change.

Concentrations

General Program
Global Issues and Social Justice
Law and Legal Studies
Managing in the Public Environment
Public Service Through Civic Engagement
Social Entrepreneurship

Degree Requirements

181 total quarter credits
General education courses (46 cr.)
Core courses (35 cr.)
Concentration courses (0-25 cr., depending on concentration)
Elective courses (70-95, depending on concentration)
Capstone course (5 cr.)

Curriculum

General Education Courses (46 cr.)

See the general education section of this Walden University Catalog.

Note: A minimum of 55 quarter credits must be completed at the 3000 or 4000 level in order to meet program requirements. In some cases, this means that students will need to select 3000- or 4000-level courses as either general education or elective options.
Students should consult their student success advisor if they have questions about individual program requirements.

Core Courses (35 cr.)

- POLI 1001 - American Government and Politics
- PSPA 1002 - Global Issues in Politics
- PSPA 1003 - Political Controversies
- PSPA 2001 - Principles of Public Administration
- PSPA 2002 - The Making of Public Policy
- PSPA 3001 - Constitutional Law
- PSPA 3002 - Ethics in Public Leadership

Concentration Courses (0–25 cr.)

These courses are dependent upon the particular concentration. Please see the course list on each concentration page.

Electives (70–95 cr.)

Electives are dependent upon the particular concentration. Please see the elective requirements on each concentration page.

Capstone Course (5 cr.)

- PSPA 4080 - Capstone

**BS in Public Health**

From disaster relief to disease prevention and child-wellness programs, public health professionals facilitate the conditions for a healthy, productive, and safe society. Create a positive effect on local, national, or international communities with Walden’s Bachelor of Science in Public Health.

The BS in Public Health degree may be the ideal tool to help you create meaningful social change in your community and in the world. This program helps prepare you to meet the growing need for formally trained, caring public health professionals who can address critical 21st-century global health challenges to improve the health of populations. Rooted in the principles and competencies of public health, the curriculum prepares students to translate and apply course content into practice. Students learn about a range of issues impacting population health and healthcare systems, including environmental health, disease prevention, health informatics, global health, ethics, health management, and behavioral and cultural issues.
Choose to complete a general program of study (which allows students to apply transfer credit) or select a concentration to deepen the understanding of a pertinent area of public health. Gain "real world" experience by choosing to complete an optional service learning project, field experience, or study abroad opportunity. This program also provides a solid foundation and fast track for individuals who would like to pursue an advanced degree in public health, such as the Master of Public Health (MPH) or doctorate in public health.

Note: The BS in Public Health program is offered in two different learning modalities: the course-based modality and the competency-based modality, Tempo Learning®.

Learning Outcomes

Roman numerals in parentheses at the end of each learning outcome indicate alignment to the Walden University outcomes.

At the end of this program, students will be able to:

- Explain the historical development and contemporary context of public health, including the infrastructure and organization of public health systems. (VI)
- Critically examine the role of public health in protecting and promoting the health of populations locally and globally. (II, VI)
- Analyze social, political, and economical issues, which impact public health and healthcare delivery systems within and outside of the United States. (I, IV)
- Explain the biological effects of infections and chronic diseases on the human body. Explain basic epidemiological principles used to study patterns of disease and injury among diverse populations.
- Evaluate health-related research and research methods. (IV, V)
- Analyze the theoretical models including how social, behavioral, cultural, and environmental factors impact behavior change. (IX)
- Demonstrate the skills necessary to create effective public health programs and services (including program planning, healthcare management, and program evaluation). (II, III, IV, VI)
- Analyze legal, regulatory, and ethical issues that impact public health practice. (VII)
- Articulate how public health policy is developed and how individuals and groups influence policy change. (I, II, III, IV, IX)
- Demonstrate effective communication and problem-solving skills necessary for addressing contemporary global public health issues and to promote social change. (I, IV, VI, VIII, X)

Competency-Based Education
In addition to the course-based option described below, students can choose to earn their BS in Healthcare Management through the competency-based education modality. Upon successful completion of program requirements, students will earn the same Walden degree in either modality. See the BS in Public Health (Competency Based) page for program details.

Course-Based Program

Concentrations

Accelerate Into Master’s (AIM)
General Program
Child Development
Disaster and Emergency Management
Health and Cultural Diversity
Health Communication
Health Informatics
Health Promotion and Wellness
Health Psychology and Behavior
Healthcare Management

Degree Requirements

181 total quarter credits
General education courses (46 cr.)
Core courses (80 cr.)
Concentration courses (0–25 cr., depending on concentration)
Elective courses (25–50 cr., depending on concentration)
Capstone course (5 cr.)

Curriculum

General Education Courses (46 cr.)

See the general education general education section of this Walden University Catalog.

Note: At least three general education courses taken must be taken at the 3000 level or higher, including SOCI 4080.

First Term Course (6 cr.)

HMNT 1001 - Living and Learning in the Technological World
Core Courses (80 cr.)

- HLTH 1005 - Context of Healthcare Delivery
- HLTH 2110 - Behavioral and Cultural Issues in Healthcare
- HLTH 2500 - Theories of Health Behavior
- HLTH 3100 - Ethical and Legal Issues in Healthcare
- HLTH 3115 - Public and Global Health
- HLTH 4000 - Introduction to Healthcare Management
- HLTH 4200 - Principles of Epidemiology
- HLTH 4205 - Introduction to Research Methods and Analysis
- HLTH 4530 - Healthcare Economics From a Population Health Perspective
- PUBH 1000 - Foundations of Public Health
- PUBH 3000 - Environmental Health
- PUBH 3100 - Human Disease and Prevention
- PUBH 4000 - Public Health Education and Communication
- PUBH 4030 - Planning Public Health Programs
- PUBH 4100 - Evaluating Public Health Programs
- PUBH 4200 - Public Health Policy for Social Change

Concentration Courses (0–25 cr.)

These courses are dependent upon the particular concentration. Please see the course list on each concentration page.

Electives (25–50 cr.)

Electives are dependent upon the particular concentration. Please see the elective requirements on each concentration page.

Capstone Course (5 cr.)

- PUBH 4900 - Capstone in Public Health

Note on Certification

The Health Promotion and Wellness concentration in the BS in Public Health program has been designed to reflect the Seven Areas of Responsibility for Health Educators outlined by the National Commission for Health Education Credentialing (NCHEC) to prepare students to sit for the national Certified Health Education Specialist (CHES) exam. Walden enrollment specialists can provide information relating to national certification exams; however, it remains the individual’s responsibility to understand, evaluate, and comply with all requirements relating to national certification exams for the state in which he or she resides. Additionally, prospective students are advised if they choose to relocate to carefully review, evaluate, and understand the requirements of the applicable licensure board in the state in which they intend to relocate. Walden makes no representations or guarantee that completion of Walden coursework or programs will permit an individual to obtain national certification. For more information about the CHES exam, students should visit www.nchec.org.
BS in Public Health (Competency Based)

Tempo Learning® is Walden's competency-based education modality, an alternative way of earning a Walden degree offered for some Walden programs. Instead of courses, the Walden Tempo Learning® program is comprised of competencies and rigorous assessments. Students progress through the Tempo Learning® model by successfully passing competency assessments. A student must successfully achieve or master all competency assessments to graduate from the program.

Students earn the same Walden degree whether they choose the course-based or the competency-based modality.

Concentrations

- Health Promotion and Wellness
- Healthcare Management

Degree Requirements

180 total credits
- General education courses (45 cr.)
- Core competencies (80 cr.)
- Concentration competencies (0 cr.) or
  - Health Promotion and Wellness concentration (25 cr.)
  - Healthcare Management concentration (25 cr.)
- Elective courses (50 cr.) or
  - Health Promotion and Wellness concentration (25 cr.)
  - Healthcare Management concentration (25 cr.)
- Capstone competencies (5 cr.)

Curriculum

General Education Courses (45 cr.)

See the general education section of this Walden University Catalog.

Note: A minimum of 55 quarter credits must be completed at the 3000 or 4000 level in order to meet program requirements. In some cases, this means that students will need to select 3000- or 4000-level courses as either general education or elective options. Students should consult their student success advisor if they have questions about individual program requirements.
Core Competencies (80 cr.)

HLTH 1005 - Context of Healthcare Delivery

HD1001 Bills and Laws
Identify the key points of historical bills and laws in healthcare.

HD1002 Healthcare Systems
Compare aspects of the U.S. healthcare system to other countries.

HD1003 Vertical and Horizontal Integrated Systems
Analyze the benefits and limitations of integrated systems.

HD1004 Current Health Issues in the Workplace
Analyze the impact of current healthcare delivery issues.

HD1005 Barriers to Care
Apply strategies to mitigate barriers of care.

HD1006 Continuum of Care
Develop patient plans throughout the continuum of care.

HLTH 2110 - Behavioral and Cultural Issues in Healthcare

BC2001 Health Disparities
Demonstrate understanding of health disparities.

BC2002 Cultural Competence
Apply culturally competent practices when working with patients and other healthcare professionals.

BC2003 Social Ecological Model
Apply the social ecological model to community health issues.

BC2004 Health Disparity Programs
Evaluate intervention programs aimed at mitigating health disparities.

BC2005 Advocacy
Advocate for changes to policies or programs that positively impact the health of vulnerable populations.

HLTH 2500 - Theories of Health Behavior

HB2001 Influences on Health Behavior
Analyze the influences of personal, social, and environmental factors on health.

HB2002 Health Behavior Theories and Models
Describe key concepts associated with health behavior theories and models.

HB2003 Changing Health Behaviors
Analyze theory-based strategies to change health behaviors.

HB2004 Applying Health Behavior Theories and Models
Apply theories and models to the development of strategies that influence health behaviors in specific populations with health issues.
HLTH 3100 - Ethical and Legal Issues in Healthcare

   EA3001 Ethical Decision-Making Models
      Apply ethical decision-making models.
   EA3002 Code of Ethics
      Apply codes of ethics to health-related issues.
   EA3003 Legal Issues
      Apply healthcare-related laws to healthcare settings.
   EA3004 Good Samaritan Laws
      Synthesize information on Good Samaritan laws.
   EA3005 Informed Consent
      Apply informed consent criteria.
   EA3006 End of Life
      Analyze the ethical and legal issues related to completed advanced directives.

HLTH 3115 - Public and Global Health

   PG3001 Global Health Trends and Practices
      Identify key influences on global health trends and practices.
   PG3002 Global Health Populations
      Describe key public health populations and global health factors that affect diverse populations and cultures, as well as women and children.
   PG3003 Infectious Disease
      Identify and describe infectious diseases and their modes of transmission.
   PG3004 Chronic Disease
      Identify chronic diseases, such as heart disease, cancer, and diabetes, and their impact on global health trends.
   PG3005 Global Health Organizations and Strategies
      Describe global health agencies, their roles, and the ways in which they support global public health.
   PG3006 The Future of Global Health
      Recognize emerging trends in global public health as they relate to population growth, new technology, and ethical/legal considerations.
   PG3007 Apply Principles of Global Public Health
      Recommend strategies to positively affect global public health in an identified population.

HLTH 4000 - Introduction to Healthcare Management

   HM4001 Manager vs. Leader
      Differentiate the characteristics of managers and leaders.
   HM4002 Emotional Intelligence
      Analyze the influence of emotional intelligence on leadership style.
HM4003 Roles and Responsibilities
Delegate responsibilities within a healthcare management team.

HM4004 Leadership Strategies
Apply leadership strategies to management scenarios.

HM4005 Leadership Philosophy
Develop a personal leadership philosophy reflective of emotional intelligence and leadership style.

HLTH 4200 - Principles of Epidemiology
PE4001 Descriptive Epidemiology
Analyze the epidemiologic factors of disease related to person, place, and time.

PE4002 Study Designs
Analyze study designs as they apply to the surveillance of diseases.

PE4003 Role of the Epidemiologist
Analyze the role of the epidemiologist in informing scientific, ethical, economic, and political decisions within public health.

HLTH 4205 - Introduction to Research Methods and Analysis
RM4001 Research Questions
Develop health-related research questions designed around the scientific method.

RM4002 Literature Review
Evaluate peer-reviewed research surrounding health-related topics.

RM4003 Research Design
Apply research design to health-related topics.

RM4004 Ethics in Research
Apply ethical principles to health-related research.

RM4005 Data Collection and Analysis
Apply data collection and analysis tools to health-related topics.

RM4006 Presenting Your Proposal
Present formal research proposals.

HLTH 4530 - Healthcare Economics From a Population Health Perspective
HH4001 Introduction to Economics
Identify concepts related to healthcare economics.

HH4002 Health Insurance and Reimbursement
Analyze the economic impact of health insurance and reimbursement.

HH4003 Economics of Population Health
Analyze the impact of social determinants of health.

PUBH 1000 - Foundations of Public Health
PF1001 Introduction to Public Health
Identify concepts related to public health.
PF1002 Professional Goals
   Develop professional goals based on program learning outcomes.
PF1003 Impact of Chronic Illness
   Analyze the impact of chronic illness on communities.
PF1004 Public Health Services
   Analyze public health services and career opportunities.
PF1005 Advocacy for Public Health
   Advocate for public health interests.

PUBH 3000 - Environmental Health
   EH3001 Introduction to Environmental Health
      Analyze the impact of environmental factors on health.
   EH3002 Agents of Environmental Disease
      Analyze the health effects of agents of environmental disease.
   EH3003 Environmental Policy
      Explain local, national, and global environmental policies relating to air, food, water, and waste management.
   EH3004 Environmental Health Assessment
      Apply findings from an environmental health assessment to home and workplace safety.

PUBH 3100 - Human Disease and Prevention
   DP3001 Public Health Trends
      Analyze the impact of public health trends on disparities.
   DP3002 Biological Factors
      Analyze how the impact of disease on the human body informs public health strategies.
   DP3003 Spread of Disease
      Recommend public health strategies informed by the epidemiologic triangle and chain of infection.
   DP3004 Culture and Psychosocial Factors
      Analyze the impact of culture and psychosocial factors on the incidence and prevalence of chronic disease.
   DP3005 Risk Factors Responsible for Infectious Diseases
      Recommend strategies to address emerging and reemerging disease risk factors.
   DP3006 Modifiable Risk Factors
      Recommend strategies to address modifiable risk factors aimed at preventing disease.

PUBH 4000 - Public Health Education and Communication
PU4001 History and Trends
Identify key historical events and trends in the health education profession.

PU4002 Professional Organizations
Analyze the role of professional organizations in public health advocacy.

PU4003 Professional Development Plans
Apply certification standards to a professional development plan.

PU4004 Codes of Ethics
Apply the Health Education Code of Ethics.

PU4005 Communicating to Populations
Apply communication strategies for public health education.

PUBH 4030 - Planning Public Health Programs

PP4001 Community Needs Assessment
Justify the selection of public health problems within targeted communities.

PP4002 Planning Models
Justify the selection of planning models to address chosen public health problems within targeted communities.

PP4003 Mission, Goals, Objectives, and Strategies
Develop measurable goals, objectives, and intervention strategies to address chosen public health issues.

PP4004 Implementation
Develop budgets, timelines, and marketing strategies for program plan implementation.

PP4005 Program Proposal
Develop proposals to present program plans.

PUBH 4100 - Evaluating Public Health Programs

EV4001 Purposes of Program Evaluation
Analyze purposes of program evaluation and distinguish between types of evaluation.

EV4002 Program Evaluation Steps
Apply the steps in designing and conducting program evaluations.

EV4003 Program Evaluation Standards
Assess program evaluation criteria to meet standards.

EV4004 Data Collection
Recommend valid data collection tools applicable to program evaluation plans.

EV4005 Data Analysis and Reporting
Develop plans for data analysis and reporting evaluation results.

PUBH 4200 - Public Health Policy for Social Change
SX4001 Introduction to the U.S. Government
Recognize the structure and function of the branches of the U.S.
government.
SX4002 Policy Development
Analyze the development of policy to address public health issues.
SX4003 Legal and Ethical Ramifications of Policy
Analyze the legal and ethical ramifications of public health policy.
SX4004 Critiquing Policy
Recommend amendments to public health policy.
SX4005 Advocacy Skills
Develop advocacy plans for public health issues to affect positive social
change.

Concentration Competencies (0 or 25 cr.)
These courses are dependent upon the particular concentration. Please see the course
list on each concentration page.

Electives (50 or 25 cr.)
Students choosing the competency-based program are to select 10 or five additional
courses (based on their concentration) to fulfill the elective requirement. Students may
choose courses from general education, BS in Health Studies, or other Walden
bachelor’s degree programs. Elective credits should total 50 or 25 to meet the program
requirements. Students may also be eligible to transfer previous credit to meet their
elective requirements.

Capstone Competencies (5 cr.)

PUBH 4900 - Capstone in Public Health
CS4001 Professional Standards
Analyze health knowledge as it applies to professional skills and
responsibilities.
CS4002 Professional Development
Apply communication skills related to professional development.
CS4003 Annotated Bibliography
Evaluate evidence-based resources relating to selected health issues and
professional standards.
CS4004 Communication Skills
Apply communication skills to selected health issues and professional
standards.
CS4005 Social Change
Apply social change concepts to a selected health issue.

Note on Curriculum

In an effort to ensure competencies are kept up to date and relevant to meet the learning outcomes of the program, the number and subject matter of individual competencies needed to satisfy program course requirements may change. However, program outcomes and the number and subject matter of courses will not be impacted. As a result, the required competencies listed in a student's individual learning plan may differ from what is currently listed in the catalog.

Other Undergraduate Options

Accelerate Into Master's (AIM)

Accelerate Into Master's (AIM) Programs
Walden University offers opportunities for undergraduate students to accelerate time to the completion of a master's degree. This option, called Accelerate Into Master’s (AIM), allows undergraduate students to complete graduate-level courses, upon approval of their advisor, that will fulfill the requirements for their undergraduate program as well as graduate requirements for a future master's program.

When undergraduate students attempt a 5000-level course, they may earn a "C" in the graduate-level course but only a grade of "B" or better will carry over to the graduate program. Students who receive a "C" grade will be awarded a grade of "C,"* which will permit the grade to be used toward the undergraduate-level requirement but not toward the master's-level requirement. Students who do not pass their AIM class are not permitted to continue taking 5000-level courses. Later admission to the master's program requires that students must take that course as a master's student.

Requirements
Walden University offers several opportunities for undergraduate students in certain programs to accelerate time to completion in certain master's degree programs.

Individual programs may determine the specific eligible AIM courses and some programs may limit the number of courses available. Generally, AIM coursework should not account for more than approximately 50% of the credits needed for master's degree completion. Practicum or Capstone requirements for the master's program are not eligible to be satisfied by AIM coursework.

To be eligible to begin AIM courses, students must:

a. Have an overall GPA equal to that required for admission to the associated master's degree.* BS AIM track students must maintain a 2.5 GPA and have a transfer GPA of at least 2.5 (if transferring credits).
b. Have completed a minimum of 90 credits and any specific core requirements associated with their bachelor's program listed below. (Individual programs may determine additional prerequisites.) * BS in Psychology AIM track students do not need to meet this requirement.

c. Be in good financial standing.

d. Not have any incompletes.

AIM courses are (5000-level) graduate courses.*

a. Tuition for these courses is charged at the undergraduate rate for the course-based learning format. For Tempo Learning® these courses are included in the program's subscription cost.

b. Courses taken as an undergraduate count as fulfilling undergraduate degree requirements.

c. Grades for graduate courses taken as an undergraduate are incorporated into the undergraduate GPA only.

Students must get a "B" or better in each course to have that course applied to the master's program.

Students who do not earn a grade of "C" or better will not be allowed to take any more 5000-level courses. Later admission to the master’s program requires that the student must take that course as a master's student. * BS in Psychology AIM track students may retake an AIM course a second time if they failed the first time; they must earn a grade of "C" or better the second time in order to stay in the AIM track program.

Students are expected to maintain the undergraduate GPA expected for admission to the associated master's program.

Falling below this GPA prevents the student from taking any additional graduate courses as an undergraduate student.

Upon completion of the undergraduate program requirements, students should file an Intent to Graduate Form.

Students who complete these courses successfully are not required to pursue the master's degree and/or may defer enrollment to a future date. Transfer of credit policies, including those related to expiration, would apply.

Taking AIM courses does not guarantee admission into a master's program. Upon admission to the master's program, all AIM graduate courses completed with a "B" or better are applied to graduate program. The graduate GPA is calculated based only on those graduate courses taken as a graduate student.
Institutional coursework expires within 10 years unless otherwise notated by the individual academic unit or program.

Undergraduate students may complete AIM courses to fulfill elective credits, as course substitutions approved by the program director, or they may elect a second concentration within their program of study that is designed for AIM completion. Students are encouraged to consult with Student Success Advising (if in the course-based learning format) or their Academic Coaching (if in the Tempo Learning® format) on the most appropriate plan for their program and academic goals, such as their future master’s program and time to completion.

*Note: Graduate students cannot register for AIM courses.

AIM Program Chart*

<table>
<thead>
<tr>
<th>Master’s Program</th>
<th>Eligible Courses (specific course availability may differ within the Tempo Learning® format)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Richard W. Riley College of Education and Human Services</strong></td>
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<tr>
<td><strong>MS in Health Education and Promotion</strong></td>
<td><strong>HLTH 5005 - Perspectives on Health and the Developing Professional</strong>*&lt;br&gt;**HLTH 5110 - Exploring Health Education in the 21st Century♦&lt;br&gt;**HLTH 5205 - Assessing Community Needs for Health Education♦&lt;br&gt;<strong>HLTH 5412 - Health Education and Communication Strategies♦</strong>&lt;br&gt;*This course MUST be taken first.&lt;br&gt;**HLTH 5005, HLTH 5110, and HLTH 5205 must be taken before HLTH 5412.</td>
</tr>
<tr>
<td>Choose up to four courses.</td>
<td>Note: These courses are 11 weeks in length.</td>
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<tr>
<td><strong>MS in Developmental Psychology</strong></td>
<td><strong>DPSY 5111 - Themes and Theories of Developmental Psychology&lt;br&gt;DPSY 5218 - Gender and Human Development&lt;br&gt;DPSY 5121 - Development in the Digital Age&lt;br&gt;PSYC 5215 - Lifespan Development</strong></td>
</tr>
<tr>
<td>Students may select up to four of these courses. Individual course prerequisites apply.</td>
<td>Note: These courses are 11 weeks in length.</td>
</tr>
<tr>
<td>Master's Program</td>
<td>Eligible Courses</td>
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<tr>
<td></td>
<td><strong>Applied Psychology</strong></td>
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<td></td>
<td>PSYC 5100 - Themes and Theories of Psychology</td>
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<td>PSYC 5215 - Lifespan Development</td>
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<td></td>
<td>PSYC 5225 - Biopsychology</td>
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<td>PSYC 5701 - Culture and Psychology</td>
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<td></td>
<td>PSYC 5781 - Psychopathology From a Clinical Perspective</td>
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<td><strong>Digital Psychology</strong></td>
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<td></td>
<td>PSYC 5121 - Development in the Digital Age</td>
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<td>PSYC 5123 - Personal and Social Life in the Digital World</td>
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<td>PSYC 5122 - Understanding Digital Data in the Changing Economic Landscape</td>
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<td>PSYC 5215 - Lifespan Development</td>
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<td></td>
<td>PSYC 5100 - Themes and Theories of Psychology</td>
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<td></td>
<td><strong>Educational Psychology</strong></td>
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<td></td>
<td>PSYC 5100 - Themes and Theories of Psychology</td>
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<td>PSYC 5131 - Theories of Learning</td>
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<td></td>
<td>PSYC 5215 - Lifespan Development</td>
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<td></td>
<td>PSYC 5701 - Culture and Psychology</td>
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<td>PSYC 5765 - Educational Psychology</td>
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<td></td>
<td><strong>General Psychology</strong></td>
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<td>PSYC 5100 - Themes and Theories of Psychology</td>
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<td>PSYC 5215 - Lifespan Development</td>
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<td>PSYC 5220 - Psychology of Personality</td>
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<td>PSYC 5245 - Social Psychology</td>
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<td>PSYC 5701 - Culture and Psychology</td>
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</tbody>
</table>

**MS in Psychology**

Students may select up to five courses for the listed specializations. Individual course prerequisites apply.

*Note: These courses are 11 weeks in length.*
<table>
<thead>
<tr>
<th>Master's Program</th>
<th>Eligible Courses (specific course availability may differ within the Tempo Learning® format)</th>
</tr>
</thead>
</table>
| Health Psychology | PSYC 5100 - Themes and Theories of Psychology ◆  
PSYC 5215 - Lifespan Development  
PSYC 5242 - Changing Health Behavior: Theory and Practice ◆  
PSYC 5701 - Culture and Psychology  
PSYC 5745 - Health Psychology |
| Social Psychology | PSYC 5100 - Themes and Theories of Psychology ◆  
PSYC 5215 - Lifespan Development  
PSYC 5245 - Social Psychology  
PSYC 5296 - Social Cognition and Attitudes ◆  
PSYC 5701 - Culture and Psychology |
| Self-Designed    | PSYC 5100 - Themes and Theories of Psychology ◆  
PSYC 5215 - Lifespan Development  
PSYC 5245 - Social Psychology  
PSYC 5701 - Culture and Psychology |

College of Health Sciences and Public Policy

| Master of Public Administration (MPA) | MMPA 5200 - Principles of Public Administration  
MMPA 5405 - Ethics and Social Justice  
MMPA 5420 - Organizational Management and Leadership  
MMPA 5431 - Finance and Budgeting for the Public Sector  
MMPA 5435 - Human Resource Management: Building a Capable Workforce  
MMPA 5451 - Public Policy Analysis |
|--------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|

*Students may select up to five of these courses. Individual course prerequisites apply.*  
*Note: These courses are 11 weeks in length.*
<table>
<thead>
<tr>
<th>Master's Program</th>
<th>Eligible Courses (specific course availability may differ within the Tempo Learning® format)</th>
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<tbody>
<tr>
<td><strong>MS in Nonprofit Management and Leadership</strong></td>
<td>MMPA 5480 - Applied Research and Evaluation Methods</td>
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<td>NPMG 5200 - Introduction to the Nonprofit Sector</td>
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<td></td>
<td>NPMG 5405 - Ethics and Social Justice</td>
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<tr>
<td></td>
<td>NPMG 5420 - Organizational Management and Leadership</td>
</tr>
<tr>
<td></td>
<td>NPMG 5431 - Finance and Budgeting for the Nonprofit Sector</td>
</tr>
<tr>
<td></td>
<td>NPMG 5435 - Human Resource Management: Building a Capable Workforce</td>
</tr>
<tr>
<td></td>
<td>NPMG 5480 - Applied Research and Evaluation Methods</td>
</tr>
<tr>
<td><strong>College of Management and Human Potential</strong></td>
<td>MMHA 5050 - U.S. Healthcare Delivery System</td>
</tr>
<tr>
<td></td>
<td>MMHA 5200 - Principles of Population Health in Healthcare Administration</td>
</tr>
<tr>
<td></td>
<td>MMHA 5300 - Law, Ethics, and Policy in Healthcare Administration</td>
</tr>
<tr>
<td></td>
<td>MMHA 5500 - Human Resource Management and Organizational Development and Leadership for Healthcare Administrators</td>
</tr>
<tr>
<td></td>
<td>Students can take no more than two master's-level courses per term.</td>
</tr>
<tr>
<td></td>
<td>Students must complete all general education and core requirements before beginning AIM courses.</td>
</tr>
<tr>
<td><strong>Master of Business Administration (MBA)</strong></td>
<td>WMBA 5000 - Dynamic Leadership</td>
</tr>
<tr>
<td></td>
<td>WMBA 5010 - Managing People and Promoting Collaboration</td>
</tr>
<tr>
<td></td>
<td>WMBA 5020 - Fostering a Culture of Innovation</td>
</tr>
<tr>
<td>Master's Program</td>
<td>Eligible Courses (specific course availability may differ within the Tempo Learning® format)</td>
</tr>
<tr>
<td>------------------</td>
<td>------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| **Note:** These courses are 8 weeks in length. | WMBA 5030 - Managing Business Information Systems  
Healthcare Management, Human resource Management, or Project Management Specialization  
WMBA 5000 - Dynamic Leadership  
WMBA 5010 - Managing People and Promoting Collaboration |
| **MS in Leadership** | **General Program**  
WMBA 5000 - Dynamic Leadership  
WMBA 5010 - Managing People and Promoting Collaboration  
**Executive Leadership Specialization**  
WMBA 5000 - Dynamic Leadership  
WMBA 5010 - Managing People and Promoting Collaboration  
WMBA 5020 - Fostering a Culture of Innovation |
| **MS in Management** | **General Program**  
WMBA 5000 - Dynamic Leadership  
WMBA 5010 - Managing People and Promoting Collaboration  
**Strategy Specialization**  
WMBA 5000 - Dynamic Leadership  
WMBA 5010 - Managing People and Promoting Collaboration  
WMBA 5020 - Fostering a Culture of Innovation |
| **MS in Industrial and Organizational (I/O) Psychology** | **General Practice**  
IPSY 5100 - Themes and Theories of I/O Psychology  
PSYC 5214 - Consulting for Organizational Change |

**Students may select any or all of these courses for the listed specializations.**

**Note:** These courses are 8 weeks in length.
| Master's Program | Eligible Courses  
(specific course availability may differ within the Tempo Learning® format) |
|------------------|--------------------------------------------------------------------------------------------------|
| **Note:** These courses are 11 weeks in length. | PSYC 5480 - Psychology of Organizational Behavior  
PSYC 5706 - Ethics and Standards of Industrial Organizational Psychology  
PSYC 5755 - Leadership and Leader Development  
Consulting Psychology  
IPSY 5100 - Themes and Theories of I/O Psychology  
PSYC 5005 - Business Concepts for the Organizational Development Professional  
PSYC 5214 - Consulting for Organizational Change  
PSYC 5216 - Dynamics of Contemporary, International, and Virtual Organizations  
PSYC 5480 - Psychology of Organizational Behavior  
Evidence-Based Coaching  
IPSY 5100 - Themes and Theories of I/O Psychology  
PSYC 5214 - Consulting for Organizational Change  
PSYC 5480 - Psychology of Organizational Behavior  
PSYC 5755 - Leadership and Leader Development  
Human Resource Management  
IPSY 5100 - Themes and Theories of I/O Psychology  
PSYC 5214 - Consulting for Organizational Change |
<table>
<thead>
<tr>
<th>Master's Program</th>
<th>Eligible Courses (specific course availability may differ within the Tempo Learning® format)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PSYC 5480 - Psychology of Organizational Behavior</td>
</tr>
<tr>
<td></td>
<td>PSYC 5755 - Leadership and Leader Development</td>
</tr>
<tr>
<td></td>
<td>IPSY 5100 - Themes and Theories of I/O Psychology</td>
</tr>
<tr>
<td></td>
<td>PSYC 5214 - Consulting for Organizational Change</td>
</tr>
<tr>
<td></td>
<td>PSYC 5216 - Dynamics of Contemporary, International, and Virtual Organizations</td>
</tr>
<tr>
<td></td>
<td>PSYC 5480 - Psychology of Organizational Behavior</td>
</tr>
<tr>
<td></td>
<td>IPSY 5100 - Themes and Theories of I/O Psychology</td>
</tr>
<tr>
<td></td>
<td>PSYC 5214 - Consulting for Organizational Change</td>
</tr>
<tr>
<td></td>
<td>PSYC 5480 - Psychology of Organizational Behavior</td>
</tr>
</tbody>
</table>

Self-Designed

|                  | IPSY 5100 - Themes and Theories of I/O Psychology |
|                  | PSYC 5214 - Consulting for Organizational Change |
|                  | PSYC 5480 - Psychology of Organizational Behavior |
|                  | PSYC 5755 - Leadership and Leader Development |

College of Nursing

<table>
<thead>
<tr>
<th>Master of Science in Nursing (MSN)</th>
<th>NURS 5050 - Policy and Advocacy for Improving Population Health</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NURS 5051 - Transforming Nursing and Healthcare Through Technology</td>
</tr>
<tr>
<td></td>
<td>NURS 5052 - Essentials of Evidence-Based Practice</td>
</tr>
</tbody>
</table>

*Note: These courses are 11 weeks in length.*

*Students must be admitted to the RN-BSN-MSN track to complete these AIM courses.*
<table>
<thead>
<tr>
<th>Master's Program</th>
<th>Eligible Courses (specific course availability may differ within the Tempo Learning® format)</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Psychology and Community Services</td>
<td></td>
</tr>
<tr>
<td><strong>MS in Forensic Psychology</strong></td>
<td>FPSY 5102 - Intersection of Crime, Psychology, and the Law ◆</td>
</tr>
<tr>
<td></td>
<td>FPSY 5115 - Understanding Forensic Psychology Research</td>
</tr>
<tr>
<td></td>
<td>FPSY 5126 - Understanding Violence, Risk, and Threat Assessment ◆</td>
</tr>
<tr>
<td></td>
<td>FPSY 5135 - Criminal Behavior</td>
</tr>
<tr>
<td></td>
<td>FPSY 5720 - Abnormal Behavior</td>
</tr>
<tr>
<td><strong>Students may select up to five of these courses. Individual course prerequisites apply.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Note:</strong> These courses are 11 weeks in length.</td>
<td></td>
</tr>
<tr>
<td><strong>MS in Human Services</strong></td>
<td>HUMN 5162 - Cultural Humility and Diversity ◆</td>
</tr>
<tr>
<td></td>
<td>HUMN 5160 - The Advanced Human Services Practitioner in a Changing World ◆</td>
</tr>
<tr>
<td></td>
<td>HUMN 5210 - Management and Leadership Development in Human Services ◆</td>
</tr>
<tr>
<td></td>
<td>HUMN 5161 - Assessment, Triage, and Motivational Interviewing ◆</td>
</tr>
<tr>
<td></td>
<td>HUMN 5205 - Introduction to the Nonprofit Sector</td>
</tr>
<tr>
<td><strong>Students may select up to four of these courses. Individual prerequisites apply.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Note:</strong> These courses are 11 weeks in length.</td>
<td></td>
</tr>
<tr>
<td><strong>MS in Criminal Justice</strong></td>
<td>CRJS 5137 - The Nature of Crime and Criminology</td>
</tr>
<tr>
<td></td>
<td>CRJS 5203 - Victimology</td>
</tr>
<tr>
<td></td>
<td>CRJS 5215 - Controversies in Criminal Justice</td>
</tr>
<tr>
<td></td>
<td>CRJS 5217 - Technological Solutions and 21st-Century Crime</td>
</tr>
<tr>
<td></td>
<td>CRJS 5511 - Special Populations</td>
</tr>
<tr>
<td><strong>Students may select any or all of these courses. Individual course prerequisites apply.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Note:</strong> These courses are 11 weeks in length.</td>
<td></td>
</tr>
<tr>
<td><strong>MS in Criminal Justice Leadership and Executive Management</strong></td>
<td>CRJS 5137 - The Nature of Crime and Criminology</td>
</tr>
<tr>
<td></td>
<td>CRJS 5215 - Controversies in Criminal Justice</td>
</tr>
</tbody>
</table>
### Master's Program

<table>
<thead>
<tr>
<th>Eligible Courses (specific course availability may differ within the Tempo Learning® format)</th>
</tr>
</thead>
</table>

**Note:** These courses are 11 weeks in length.

College of Social and Behavioral Health

**School of Counseling**

### MS in Clinical Mental Health Counseling

*These courses are open only to students in the BS in Human Services and BS in Psychology programs. Students may select up to five of these courses. Individual course prerequisites apply*

**Note:** These courses are 11 weeks in length.

These courses must be taken in the order listed.

| HUMN 5100 - Introduction to Mental Health Counseling* |
| HUMN 5722 - Theories of Counseling |
| HUMN 5316 - Techniques of Counseling |
| HUMN 5723 - Multicultural Counseling |
| PSYC 5101 - Foundations for Graduate Study in Counseling* |
| PSYC 5102 - Introduction to Mental Health Counseling* |
| PSYC 5722 - Counseling and Psychotherapy Theories |
| PSYC 5316 - Techniques in Counseling |
| PSYC 5306 - Ethics and Legal Issues in Counseling |
| PSYC 5723 - Multicultural Counseling |

*Students are required to take PSYC 5101 along with PSYC 5102 or HUMN 5100.

**Note on Endorsement, Licensure, or Certification**

This program does not lead to an endorsement, certification, or licensure. Walden makes no representation, warranty, guarantee, or commitment that successful completion of this program or coursework for graduate credit within this program will permit a graduate to obtain state certification or licensure.
The graduate degree program and coursework within the program in which you are enrolling may be accepted by many states toward upgrading or renewing a license or obtaining a salary increase (depending on state or district policy). Teachers are advised to contact their individual school districts as to whether this program may qualify for salary advancement. Walden enrollment specialists can provide guidance on program requirements; however, it remains the individual's responsibility to understand and comply with all state and school district requirements.

**BS in Political Science and Public Administration to Master of Public Administration (MPA) Articulation**

Walden University's advanced undergraduate Political Science and Public Administration students are eligible to take select graduate courses as part of their undergraduate degree program completion. Upon admission to the associated graduate program, these courses may then be applied to Walden's Master of Public Administration (MPA) program.

**Requirements**

To help ensure student success, the following requirements have been established:

- The student must be in good standing with the university.
- The student must maintain an overall GPA of 2.5 or better to be eligible to register for the courses below.
- The student must have completed all general education and core requirements of the BS in Political Science and Administration.

*Note: Students are advised to consult the Walden University Student Handbook and contact a member of the Student Success Advising Team for more information regarding the Accelerate Into Master's (AIM) program.*

**Curriculum**

All graduate courses are taken as electives and must be selected from the list below.

*Note: The courses outlined in the Accelerate Into Master's (AIM) program are 12 weeks in length and are only offered in September, December, March, and June.*

Choose up to five of the following courses for the Master of Public Administration (MPA) program:

- MMPA 5200 - Principles of Public Administration
- MMPA 5405 - Ethics and Social Justice
- MMPA 5420 - Organizational Management and Leadership
- MMPA 5431 - Finance and Budgeting for the Public Sector
- MMPA 5435 - Human Resource Management: Building a Capable Workforce
Articulation Requirements

Walden University students who have successfully completed Accelerate Into Master's (AIM) courses and who are graduating (or have graduated) from the BS in Political Science and Public Administration program are invited to apply to the Master of Public Administration program (MPA). Upon acceptance to Walden’s MPA program, up to five courses can be applied to degree completion requirements.

MMPA 6115 - Foundations for Graduate Study Required

MMPA 6200 - Principles of Public Administration ● Students who successfully complete MMPA 5200 - Introduction to Public Administration (5 cr.) with a "B" or better can have this course waived.

MMPA 6405 - Ethics and Social Justice ● Students who successfully complete MMPA 5405 - Ethics and Social Justice (5 cr.) with a "B" or better can have this course waived.

MMPA 6420 - Organizational Management and Leadership ● Students who successfully complete MMPA 5420 - Organizational Management and Leadership (5 cr.) with a "B" or better can have this course waived.

MMPA 6431 - Finance and Budgeting for the Public Sector ● Students who successfully complete MMPA 5431 - Finance and Budgeting for the Public Sector (5 cr.) with a "B" or better can have this course waived.

MMPA 6435 - Human Resource Management: Building a Capable Workforce ● Students who successfully complete MMPA 5435 - Human Resource Management: Building a Capable Workforce (5 cr.) with a "B" or better can have this course waived.

MMPA 6451 - Public Policy Analysis ● Students who successfully complete MMPA 5451 - Public Policy Analysis (5 cr.) with a "B" or better can have this course waived.

MMPA 6465 - Strategic Planning: Collaboration, Cooperation, and Coordination ● Required

MMPA 6480 - Applied Research and Evaluation Methods ● Students who successfully complete MMPA 5480 - Applied Research and Evaluation Methods (5 cr.) with a "B" or better can have this course waived.

MMPA 6910 - Master of Public Administration Capstone Required

**BS in Political Science and Public Administration to Master of Public Health (MPH) Articulation**

Walden University's advanced undergraduate political science and public administration students are eligible to take select graduate courses as part of their undergraduate
degree program completion. Upon admission to the associated graduate program, these courses may then be applied to Walden's Master of Public Health (MPH) program.

Requirements

To help ensure student success, the following requirements have been established:

- The student must be in good standing with the university.
- The student must maintain an overall GPA of 2.5 or better to be eligible to register for the courses below.
- The student must have completed all general education and core requirements of the BS in Political Science and Public Administration.

Note: Students are advised to consult the Walden University Student Handbook and contact a member of the Student Success Advising Team for more information regarding the Accelerate Into Master's (AIM) program.

Curriculum

All graduate courses are taken as electives and must be selected from the list below.

Note: The courses outlined in the Accelerate Into Master’s (AIM) program are 12 weeks in length and are only offered in September, December, March, and June.

Choose up to four of the following courses for the Master of Public Health (MPH) program.

Articulation Requirements

Walden University students who have successfully completed Accelerate Into Master’s (AIM) courses and who are graduating (or have graduated) from the BS in Political Science and Public Administration program are invited to apply to the Master of Public Health (MPH) program. Upon acceptance to Walden’s MPH program, up to five courses can be applied to degree completion requirements.

- PUBH 6135 - Leadership, Professionalism, and Ethics in Public Health Practice
  Required
- PUBH 6145 - Epidemiology
  Students who successfully complete PUBH 5145 - Epidemiology (4 cr.) with a "B" or better can have this course waived.
- PUBH 6155 - Research in Public Health
  Required
- PUBH 6227 - Health Informatics
  Required
- PUBH 6260 - Legal and Regulatory Aspects of Public Health
  Required
- PUBH 6635 - Practicum I: Field Experience in Public Health
  Required
- PUBH 6636 - Practicum II: Capstone Experience in Public Health
  Required
**BS in Political Science and Public Administration to MS in Nonprofit Management and Leadership Articulation**

Walden University’s advanced undergraduate political science and public administration students are eligible to take select graduate courses as part of their undergraduate degree program completion. Upon admission to the associated graduate program, these courses may then be applied to Walden's MS in Nonprofit Management and Leadership program.

**Requirements**

To help ensure student success, the following requirements have been established:

- The student must be in good standing with the university.
- The student must maintain an overall GPA of 2.5 or better to be eligible to register for the courses below.
- The student must have completed all general education and core requirements of the BS in Political Science and Public Administration.

*Note:* Students are advised to consult the *Walden University Student Handbook* and contact a member of the Student Success Advising Team for more information regarding the Accelerate Into Master’s (AIM) program.

**Curriculum**

All graduate courses are taken as electives and must be selected from the list below.

*Note:* The courses outlined in the Accelerate Into Master's (AIM) program are 12 weeks in length and are only offered in September, December, March, and June.

Choose up to five of the following courses for the MS in Nonprofit Management and Leadership program:

- NPMG 5200 - Introduction to the Nonprofit Sector
- NPMG 5405 - Ethics and Social Justice
- NPMG 5420 - Organizational Management and Leadership
- NPMG 5431 - Finance and Budgeting for the Nonprofit Sector
- NPMG 5435 - Human Resource Management: Building a Capable Workforce
- NPMG 5451 - Board Governance and Volunteer Management
- NPMG 5480 - Applied Research and Evaluation Methods

**Articulation Requirements**

Walden University students who have successfully completed Accelerate Into Master’s courses and who are graduating (or have graduated) from the BS in Political Science and Public Administration program are invited to apply to the MS in Nonprofit Management...
and Leadership program. Upon acceptance to Walden’s MS in Nonprofit Management and Leadership program, up to five courses can be applied to degree completion requirements.

NPMG 6115 - Foundations of Graduate Study Required
NPMG 6200 - Introduction to the Nonprofit Sector Students who successfully complete NPMG 5200 - Introduction to the Nonprofit Sector (5 cr.) with a "B" or better can have this course waived.
NPMG 6405 - Ethics and Social Justice Students who successfully complete NPMG 5405 - Ethics and Social Justice (5 cr.) with a "B" or better can have this course waived.
NPMG 6420 - Organizational Management and Leadership Students who successfully complete NPMG 5420 - Organizational Management and Leadership (5 cr.) with a "B" or better can have this course waived.
NPMG 6431 - Finance and Budgeting for the Nonprofit Sector Students who successfully complete NPMG 5431 - Finance and Budgeting for the Nonprofit Sector (5 cr.) with a "B" or better can have this course waived.
NPMG 6435 - Human Resource Management: Building a Capable Workforce Students who successfully complete NPMG 5435 - Human Resource Management: Building a Capable Workforce (5 cr.) with a "B" or better can have this course waived.
NPMG 6451 - Board Governance and Volunteer Management Students who successfully complete NPMG 5451 - Board Governance and Volunteer Management (5 cr.) with a "B" or better can have this course waived.
NPMG 6461 - Resource Development Required
NPMG 6465 - Strategic Planning: Collaboration, Cooperation, and Coordination Required
NPMG 6480 - Applied Research and Evaluation Methods Students who successfully complete NPMG 5480 - Applied Research and Evaluation Methods (5 cr.) with a "B" or better can have this course waived.
NPMG 6910 - MS in Nonprofit Management and Leadership Capstone Required

Minor in Health Promotion and Wellness

The Undergraduate Minor in Health Promotion and Wellness is for the non-health sciences major student who is interested in learning how to empower individuals and communities to improve physical fitness, nutrition habits, stress management, and interpersonal behaviors. With a curriculum rooted in the latest findings on prevention and wellness, students can learn how to inspire others as they enhance their own wellness.

Note: This minor is not available to students in the BS in Health Studies, BS in Public Health, or the BS in Healthcare Management programs.
Required Courses (30 cr.)

- HLTH 4300 - Personal Health and Wellness
- HLTH 4320 - Nutrition Across the Lifespan
- HLTH 4340 - Fit and Well: Core Concepts in Exercise Science
- HLTH 4360 - Stress Management and Wellness

And students choose two of the following:

- HLTH 2110 - Behavioral and Cultural Issues in Healthcare
- HLTH 3115 - Public and Global Health
- HLTH 4380 - Strategies for Health Communication and Wellness
- PUBH 3100 - Human Disease and Prevention
- PUBH 4000 - Public Health Education and Communication
- PUBH 4030 - Planning Public Health Programs
- PUBH 4100 - Evaluating Public Health Programs

Minor in Health Studies

The Undergraduate Minor in Health Studies is for the non-health sciences major student and is designed to empower students as critical and creative thinkers who are capable of addressing the health needs of local and global communities through the delivery of healthcare services. Students will gain the knowledge base required to understand and anticipate the continuing changes in the healthcare industry and prepare health professionals to work within a variety of healthcare settings.

Note: This minor is not available to students in the BS in Health Studies, BS in Public Health, or the BS in Healthcare Management programs.

Required Courses (30 cr.)

- HLTH 1005 - Context of Healthcare Delivery
- HLTH 3115 - Public and Global Health
- HLTH 4300 - Personal Health and Wellness

And students choose three of the following:

- HLTH 2110 - Behavioral and Cultural Issues in Healthcare
- HLTH 2115 - Aging Across the Lifespan
- HLTH 3100 - Ethical and Legal Issues in Healthcare
- HLTH 3110 - Current Issues in Healthcare Policy and Practice
- HLTH 4050 - Introduction to Disaster and Emergency Management
- HLTH 4320 - Nutrition Across the Lifespan
- HLTH 4340 - Fit and Well: Core Concepts in Exercise Science
- HLTH 4360 - Stress Management and Wellness
- HLTH 4380 - Strategies for Health Communication and Wellness
- PUBH 3000 - Environmental Health
- PUBH 3100 - Human Disease and Prevention
- PUBH 4000 - Public Health Education and Communication
- PUBH 4100 - Evaluating Public Health Programs
Minor in Political Science and Public Administration

Return to: Undergraduate Minors

The Undergraduate Minor in Political Science and Public Administration is for the non-public administration major student who may be interested in learning how to effect positive change in their organizations and their communities. The minor addresses top issues and challenges in 21st-century global politics, from energy and trade to human rights and healthcare. Students also can develop essential leadership skills in human resources, communications, planning, and budgeting.

Note: This minor is not available to students in the BS in Political Science and Public Administration program.

Required Courses (30 cr.)

POLI 1001 - American Government and Politics
PSPA 1003 - Political Controversies
PSPA 2001 - Principles of Public Administration
Choose three of the following:
PSPA 1002 - Global Issues in Politics
PSPA 2002 - The Making of Public Policy
PSPA 3001 - Constitutional Law
PSPA 3002 - Ethics in Public Leadership
PSPA 3020 - Principles of Public Personnel Management and Human Resources
PSPA 4020 - New Skills for Leaders in the Public Sector

Minor in Public Health

The Undergraduate Minor in Public Health is for the non-health sciences major student. Rooted in the principles and competencies of public health, the curriculum prepares students to translate and apply course content into practice. Students learn about a range of issues impacting population health and healthcare systems, including environmental health, disease prevention, health informatics, global health, ethics, health management, and behavioral and cultural issues.

Note: This minor is not available to students in the BS in Health Studies, BS in Public Health, or the BS in Healthcare Management programs.

Required Courses (30 cr.)

HLTH 2110 - Behavioral and Cultural Issues in Healthcare
HLTH 4200 - Principles of Epidemiology
PUBH 1000 - Foundations of Public Health
PUBH 3000 - Environmental Health
And students choose two of the following:
HLTH 2115 - Aging Across the Lifespan
HLTH 3100 - Ethical and Legal Issues in Healthcare
HLTH 3110 - Current Issues in Healthcare Policy and Practice
HLTH 3115 - Public and Global Health
HLTH 4050 - Introduction to Disaster and Emergency Management
HLTH 4205 - Introduction to Research Methods and Analysis
HLTH 4340 - Fit and Well: Core Concepts in Exercise Science
HLTH 4360 - Stress Management and Wellness
HLTH 4380 - Strategies for Health Communication and Wellness
PUBH 3100 - Human Disease and Prevention
PUBH 4000 - Public Health Education and Communication
PUBH 4030 - Planning Public Health Programs
PUBH 4100 - Evaluating Public Health Programs
PUBH 4200 - Public Health Policy for Social Change

Undergraduate Minors

Students have the option to select a minor after starting their undergraduate program. Unlike an undergraduate concentration, a minor must be in a discipline outside the student’s major. Students should verify individual requirements for each minor, including which programs are ineligible. An undergraduate minor consists of six or more courses with a minimum of two at the upper level. Students wishing to add a minor to their program should contact their student success advisor. Students may select a maximum of two minors.

- Minor in Applied Instructional Design and Technology
- Minor in Business
- Minor in Communication
- Minor in Criminal Justice
- Minor in Health Promotion and Wellness
- Minor in Health Studies
- Minor in Healthcare Management
- Minor in Introductory Instructional Design and Technology
- Minor in Political Science and Public Administration
- Minor in Psychology
- Minor in Public Health

Graduate Certificate Programs

Graduate Certificate in Government Management

Students who complete this certificate program learn public service management and leadership skills while exploring public management career opportunities.
Students must meet the master’s program admission requirements. Credit from courses taken for a certificate can be applied toward the Master of Public Administration or the MS in Nonprofit Management and Leadership.

Students must show progress and maintain performance in a manner identical to a degree program. Students track their progress in their program of study, similar to degree-seeking students. Students must receive a B or better in each course. Note: A grade of B– is not acceptable.

Certificate Requirements

18 total quarter credits
Foundation course (3 cr.)
Core courses (15 cr.)

Curriculum

Foundation Course (3 cr.)

MMPA 6116 - Foundations of Graduate Study

Certificate Courses (15 cr.)

MMPA 6200 - Principles of Public Administration
MMPA 6420 - Organizational Management and Leadership
MMPA 6451 - Public Policy Analysis

Course Sequence

The recommended course sequence is as follows:

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>MMPA 6116 - Foundations of Graduate Study</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>MMPA 6200 - Principles of Public Administration♦</td>
<td>5 cr.</td>
</tr>
<tr>
<td>2</td>
<td>MMPA 6420 - Organizational Management and Leadership♦</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>MMPA 6451 - Public Policy Analysis♦</td>
<td>5 cr.</td>
</tr>
</tbody>
</table>
Graduate Certificate in Homeland Security

With this certificate program, students can enhance their skills to provide leadership and effectively develop and implement emergency-response strategies. Students will learn to be prepared when critical incidents occur to implement policies that protect individual safety without compromising individual rights and freedoms.

Students must meet the master's program admission requirements. Credit from courses taken for a certificate can be applied toward the Master of Public Administration or the MS in Nonprofit Management and Leadership.

Students must show progress and maintain performance in a manner identical to a degree program. Students track their progress in their program of study, similar to degree-seeking students. Students must receive a B or better in each course. Note: A grade of B– is not acceptable.

Certificate Requirements

18 total quarter credits
Foundation course (3 cr.)
Core courses (15 cr.)

Curriculum

Foundation Course (3 cr.)

MMPA 6116 - Foundations of Graduate Study

Certificate Courses (15 cr.)

MMPA 6830 - Current Issues in Homeland Security
MMPA 6831 - Critical Incident Leadership and Planning
MMPA 6832 - Terrorism: Legislation and Policy

Course Sequence

The recommended course sequence is as follows:

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>MMPA 6116 - Foundations of Graduate Study</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>MMPA 6830 - Current Issues in Homeland Security</td>
<td>5 cr.</td>
</tr>
</tbody>
</table>
Graduate Certificate in Nonprofit Management

This certificate program provides students with essential foundational concepts and principles related to nonprofit budget, finance, resource development, and strategic planning. Students learn nonprofit management and leadership skills while exploring career opportunities in the nonprofit sector.

Students must meet the master's program admission requirements. Credit from courses taken for a certificate can be applied toward the Master of Public Administration or the MS in Nonprofit Management and Leadership.

Students must show progress and maintain performance in a manner identical to a degree program. Students track their progress in their program of study, similar to degree-seeking students. Students must receive a B or better in each course. Note: A grade of B— is not acceptable.

Certificate Requirements

18 total quarter credits
- Foundation course (3 cr.)
- Core courses (15 cr.)

Curriculum

Foundation Course (3 cr.)

NPMG 6116 - Foundations of Graduate Study

Certificate Courses (15 cr.)

NPMG 6200 - Introduction to the Nonprofit Sector
NPMG 6451 - Board Governance and Volunteer Management
NPMG 6461 - Resource Development

Course Sequence
The recommended course sequence is as follows:

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>NPMG 6116 - Foundations of Graduate Study</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>NPMG 6200 - Introduction to the Nonprofit Sector</td>
<td>5 cr.</td>
</tr>
<tr>
<td>2</td>
<td>NPMG 6451 - Board Governance and Volunteer Management</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>NPMG 6461 - Resource Development</td>
<td>5 cr.</td>
</tr>
</tbody>
</table>

**Graduate Certificate in Public Health**

This certificate program allows you to gain skills to improve the well-being of people in their community and around the globe. You can explore public health perspectives, interpret data, and examine environmental health concerns. The coursework is developed in alignment with national standards. You can focus on fundamental principles and practices in public health: biostatistics, epidemiology, environmental health, public health administration, and social/behavioral sciences. All credits earned from this certificate can be applied toward Walden’s Master of Public Health (MPH) program.

**Certificate Requirements**

31 total quarter credits

**Curriculum**

- PUBH 6005 - Perspectives on Health and the Developing Scholar-Practitioner
- PUBH 6031 - Public Health Administration and Leadership
- PUBH 6032 - SPSS Revealed
- PUBH 6033 - Interpretation and Application of Public Health Data
- PUBH 6034 - Environmental Health: Local to Global
- PUBH 6035 - Epidemiology: Decoding the Science of Public Health
- PUBH 6038 - Health Behavior Theory

**Course Sequence**

The recommended course sequence is as follows:
<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>PUBH 6005 - Perspectives on Health and the Developing Scholar-Practitioner*</td>
<td>5 cr.</td>
</tr>
<tr>
<td>2</td>
<td>PUBH 6038 - Health Behavior Theory</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>PUBH 6032 - SPSS Revealed</td>
<td>1 cr.</td>
</tr>
<tr>
<td>3</td>
<td>PUBH 6033 - Interpretation and Application of Public Health Data</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>PUBH 6031 - Public Health Administration and Leadership</td>
<td>5 cr.</td>
</tr>
<tr>
<td>4</td>
<td>PUBH 6035 - Epidemiology: Decoding the Science of Public Health</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>PUBH 6034 - Environmental Health: Local to Global</td>
<td>5 cr.</td>
</tr>
</tbody>
</table>

*Students who complete the Graduate Certificate in Public Health and wish to enroll in the MPH program, must earn a C or better in PUBH 6005. Students who do not complete the certificate, must earn a B or better in PUBH 6005 if they wish to transfer the course into the MPH program.

Note on Certification

The National Board of Public Health Examiners (NBPHE) offers the Certified in Public Health (CPH) credential as a voluntary core credential for public health professionals. As the eligibility criteria may change periodically, students should visit https://www.nbphe.org/eligibility for more information about certification in public health. It is the individual's responsibility to understand, evaluate, and comply with all requirements relating to national certification. Walden makes no representations or guarantees that completion of Walden coursework or programs will permit an individual to obtain national certification or practice as a public health professional in the state where they intend to practice.

**Graduate Certificate in Public Management and Leadership**

Students will prepare to improve the effectiveness and efficiency of their organizations with this certificate. They will explore how transformative change occurs in complex public systems and will study how to use the language of leadership to shape policy as they motivate, inspire, and lead their organization.
Students must meet the master’s program admission requirements. Credit from courses taken for a certificate can be applied toward the Master of Public Administration or the MS in Nonprofit Management and Leadership.

Students must show progress and maintain performance in a manner identical to a degree program. Students track their progress in their program of study, similar to degree-seeking students. Students must receive a B or better in each course. Note: A grade of B– is not acceptable.

Certificate Requirements

- 18 total quarter credits
- Foundation course (3 cr.)
- Core courses (15 cr.)

Curriculum

Foundation Course (3 cr.)

MMPA 6116 - Foundations of Graduate Study

Certificate Courses (15 cr.)

MMPA 6390 - Strategic Context of Public Management and Leadership
MMPA 6392 - The Language of Leadership
MMPA 6542 - Transformative Change in a Shared-Power World

Course Sequence

The recommended course sequence is as follows:

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>MMPA 6116 - Foundations of Graduate Study</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>MMPA 6390 - Strategic Context of Public Management and Leadership</td>
<td>5 cr.</td>
</tr>
<tr>
<td>2</td>
<td>MMPA 6542 - Transformative Change in a Shared-Power World</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>MMPA 6392 - The Language of Leadership</td>
<td>5 cr.</td>
</tr>
</tbody>
</table>
**Graduate Certificate in Public Policy**

This certificate program helps students improve their ability to create and evaluate policies that engage citizens and contribute positively to society. Designed for public and nonprofit administrators who are intimately involved in both executive and legislative board policy and decision-making, the certificate can help students develop the foundational skills and knowledge required to create and assess the financial implications of forward-thinking policy.

Students must meet the master’s program admission requirements. Credit from courses taken for a certificate can be applied toward the Master of Public Administration or the MS in Nonprofit Management and Leadership.

Students must show progress and maintain performance in a manner identical to a degree program. Students track their progress in their program of study, similar to degree-seeking students. Students must receive a B or better in each course. **Note: A grade of B– is not acceptable.**

**Certificate Requirements**

- 18 total quarter credits
  - Foundation course (3 cr.)
  - Core courses (15 cr.)

**Curriculum**

**Foundation Course (3 cr.)**

  MMPA 6116 - Foundations of Graduate Study

**Certificate Courses (15 cr.)**

  MMPA 6380 - Policy and Politics in American Political Institutions
  MMPA 6381 - Public Policy and Evaluation
  MMPA 6382 - Public Policy and Finance

**Course Sequence**

The recommended course sequence is as follows:

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>MMPA 6116 - Foundations of Graduate Study</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>
Graduate Certificate in Strategic Planning and Public Policy

In this certificate program, students will enrich their understanding of how public policy is created and implemented. Designed for emerging leaders in law enforcement, corrections, and probation and parole, the certificate will give students the opportunity to study how to develop effective strategic plans that can further their organization’s mission and vision and adhere to federal, state, and local policies.

Students must meet the master’s program admission requirements. Credit from courses taken for a certificate can be applied toward the Master of Public Administration or the MS in Nonprofit Management and Leadership.

Students must show progress and maintain performance in a manner identical to a degree program. Students track their progress in their program of study, similar to degree-seeking students. Students must receive a B or better in each course. Note: A grade of B– is not acceptable.

Certificate Requirements

- 18 total quarter credits
  - Foundation course (3 cr.)
  - Core courses (15 cr.)

Curriculum

Foundation Course (3 cr.)

- MMPA 6116 - Foundations of Graduate Study

Certificate Courses (15 cr.)

- MMPA 6381 - Public Policy and Evaluation
- MMPA 6451 - Public Policy Analysis
- MMPA 6465 - Strategic Planning: Collaboration, Cooperation, and Coordination

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>MMPA 6380 - Policy and Politics in American Political Institutions</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>MMPA 6381 - Public Policy and Evaluation</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>MMPA 6382 - Public Policy and Finance</td>
<td>5 cr.</td>
</tr>
</tbody>
</table>
Course Sequence

The recommended course sequence is as follows:

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>MMPA 6116 - Foundations of Graduate Study</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>MMPA 6381 - Public Policy and Evaluation</td>
<td>5 cr.</td>
</tr>
<tr>
<td>2</td>
<td>MMPA 6451 - Public Policy Analysis</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>MMPA 6465 - Strategic Planning: Collaboration, Cooperation, and Coordination</td>
<td>5 cr.</td>
</tr>
</tbody>
</table>

Master's Degree Programs

Master of Public Administration (MPA)

As the public and private sectors increasingly evolve and overlap, there will be an increasing demand for leaders and managers who are scholar-practitioners. The Master of Public Administration (MPA) program prepares professionals to excel in this increasingly complex and collaborative environment. The program offers students an opportunity to directly apply academic theories and skills in their own communities, making the learning experience personally meaningful while creating positive social change.

Learning Outcomes

At the end of the program, students will be able to:

- Describe key leadership concepts and theories that can be used to effectively lead and manage in the public sector.
- Determine appropriate skills needed for participating in and contributing to public and nonprofit policy processes.
- Critically evaluate strategies for resolving public policy and administration problems in a global economic and political environment.
- Develop ethical solutions to advance and improve the lives of citizens and organizations.
- Apply models that represent best practices in utilizing diverse perspectives in local, state, national, and international public agencies.
Specializations

Students who wish to gain additional knowledge in a specialized area can complete two courses in a specialization area. Courses must be taken in the order presented.

- General Program (see Course Sequence below)
- Diversity and Social Justice
- Emergency Management
- Law and Public Policy
- Nonprofit Management and Leadership

The following previous MPA specializations are no longer accepting new students. Current students in these specializations must complete their programs of study in accordance with Walden’s Time-to-Degree Completion policies. Changing specializations may increase a student’s expected time-to-degree completion and cost.

- Health Policy
- Policy Analysis
- Public Management and Leadership
- Social Entrepreneurship and Innovation
- Terrorism, Mediation, and Peace

Degree Requirements

- 48 total quarter credits
- Foundation course (3 cr.)
- Core courses (30 cr.)
- Elective courses or optional specialization courses* (10 cr.)
- Capstone course (5 cr.)

*Optional specialization courses must be taken in the order shown.

Core Curriculum

Courses are 12 weeks in length.

Foundation Course (3 cr.)

MMPA 6116 - Foundations of Graduate Study

Core Courses (30 cr.)

MMPA 6200 - Principles of Public Administration
MMPA 6405 - Ethics and Social Justice
MMPA 6451 - Public Policy Analysis
MMPA 6431 - Finance and Budgeting for the Public Sector
MMPA 6441 - Human Resources Management and Strategic Planning
MMPA 6480 - Applied Research and Evaluation Methods

Electives or Optional Specialization Courses (10 cr.)

Students in the General Program choose two elective courses from any of the MMPA specialization courses. Students undertaking a specialization complete two specified courses. Specialization courses are dependent upon the particular specialization. Please see the course list on each specialization page.

Capstone Course (5 cr.)

MMPA 6910 - Master of Public Administration Capstone

Course Sequence

Students undertake courses in the following sequence.

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>MMPA 6116 - Foundations of Graduate Study</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>MMPA 6200 - Principles of Public Administration</td>
<td>5 cr.</td>
</tr>
<tr>
<td>2</td>
<td>MMPA 6405 - Ethics and Social Justice</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>MMPA 6451 - Public Policy Analysis</td>
<td>5 cr.</td>
</tr>
<tr>
<td>3</td>
<td>MMPA 6431 - Finance and Budgeting for the Public Sector</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>MMPA 6441 - Human Resources Management and Strategic Planning</td>
<td>5 cr.</td>
</tr>
<tr>
<td>4</td>
<td>MMPA 6480 - Applied Research and Evaluation Methods</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>Elective Course 1 / Specialization Course 1</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>Elective Course 2 / Specialization Course 2</td>
<td>5 cr.</td>
</tr>
<tr>
<td>5</td>
<td>MMPA 6910 - Master of Public Administration Capstone</td>
<td>5 cr.</td>
</tr>
</tbody>
</table>
Master of Public Health (MPH)

Walden’s Master of Public Health (MPH) program is designed to provide public health practitioners with the specialized skills and core competencies required to improve health and prevent disease among individuals, communities, and populations. Students gain a solid foundation in core public health disciplines, including biostatistics, epidemiology, environmental health, public health administration, and social and behavioral sciences. Students learn to plan, implement, and evaluate public health programs and initiatives with a special focus on reducing disparities in health and serving underserved populations or communities. Students also receive additional instruction in widely used analytical tools, explore current issues in public health financing, and hone their leadership and communication skills.

Consistent with our commitment to continuous quality improvement, Walden redesigned the MPH curriculum to incorporate case studies on the latest public health issues, improve the student's field and classroom experience, and reflect professional guidelines set forth by leading public health organizations.

Learning Outcomes

At the end of this program, students will be able to:

- Utilize culturally appropriate communication skills to convey prevention and intervention strategies used to improve health outcomes among diverse local and global populations.
- Demonstrate an understanding of how research methods, biostatistical data and software, and the epidemiological approach impact the study of patterns of disease, disability, and injury.
- Evaluate biological, environmental, legal, and regulatory factors that affect the health of local and global communities.
- Evaluate the major social, behavioral, and cultural factors that affect the health of local and global populations.
- Appropriately access, interpret, and evaluate public health data that are available through the use of information technology.
- Analyze essential services, systems, public policies, and associated challenges that impact the health of local and global communities.
- Demonstrate skills needed for sound leadership and decision making in public health, including applications of ethics and professionalism.
- Apply health management and systems thinking to public health agencies, programs, policies, and issues.
- Apply the principles of program design, implementation, and evaluation to improve the health of local and global populations.
Exhibit a commitment to professional and ethically responsible public health research and practice.

Degree Requirements

64 total quarter credits
Foundation course (5 cr.)

Students must receive a B or better in PUBH 6005 in order to continue with the MPH program.

Core courses (51 cr.)
Practicum (8 cr.)
ePortfolio

Curriculum

Foundation Course (5 cr.)

PUBH 6005 - Perspectives on Health and the Developing Scholar-Practitioner

Core Courses (51 cr.)

PUBH 6031 - Public Health Administration and Leadership
PUBH 6032 - SPSS Revealed
PUBH 6033 - Interpretation and Application of Public Health Data
PUBH 6034 - Environmental Health: Local to Global
PUBH 6035 - Epidemiology: Decoding the Science of Public Health
PUBH 6038 - Health Behavior Theory
PUBH 6127 - Public Health Policy, Politics and Progress
PUBH 6128 - Biological Foundations of Public Health
PUBH 6129 - Global Perspectives on Health
PUBH 6245 - Applied Research in Public Health
PUBH 6475 - Program Planning, Implementation, and Evaluation

Practicum (8 cr.)

PUBH 6638 - Practicum I: Field Experience in Public Health
PUBH 6639 - Practicum II: Field Experience and Applied Project in Public Health
PUBH 6640 - Applied Project in Public Health

Course Sequence

Students undertake courses in the following sequence.
<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>PUBH 6005 - Perspectives on Health and the Developing Scholar-Practitioner</td>
<td>5 cr.</td>
</tr>
<tr>
<td>2</td>
<td>PUBH 6038 - Health Behavior Theory♦</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>PUBH 6127 - Public Health Policy, Politics and Progress♦</td>
<td>5 cr.</td>
</tr>
<tr>
<td>3</td>
<td>PUBH 6128 - Biological Foundations of Public Health♦</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>PUBH 6032 - SPSS Revealed♦</td>
<td>1 cr.</td>
</tr>
<tr>
<td>4</td>
<td>PUBH 6129 - Global Perspectives on Health♦</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>PUBH 6033 - Interpretation and Application of Public Health Data♦</td>
<td>5 cr.</td>
</tr>
<tr>
<td>5</td>
<td>PUBH 6031 - Public Health Administration and Leadership♦</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>PUBH 6035 - Epidemiology: Decoding the Science of Public Health♦</td>
<td>5 cr.</td>
</tr>
<tr>
<td>6</td>
<td>PUBH 6475 - Program Planning, Implementation, and Evaluation♦</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>PUBH 6034 - Environmental Health: Local to Global♦</td>
<td>5 cr.</td>
</tr>
<tr>
<td>7</td>
<td>PUBH 6245 - Applied Research in Public Health♦</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>PUBH 6638 - Practicum I: Field Experience in Public Health</td>
<td>3 cr.</td>
</tr>
<tr>
<td>8</td>
<td>PUBH 6639 - Practicum II: Field Experience and Applied Project in Public Health</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>PUBH 6640 - Applied Project in Public Health</td>
<td>2 cr.</td>
</tr>
</tbody>
</table>

**Note on Accreditation**

The Council on Education for Public Health (CEPH) Board of Councilors acted at its September 6, 2019, meeting to accredit the Master of Public Health (MPH) Program at Walden University for a five-year term, based on an application for accreditation submitted on February 3, 2018. On June 5, 2020, the CEPH Board of Councilors accredited the Doctor of Public Health (DrPH) at Walden University, after reviewing an
accreditation application submitted on April 21, 2020. CEPH is an independent agency recognized by the U.S. Department of Education to accredit schools of public health and programs of public health. CEPH accreditation provides assurance that the program has been evaluated and met accepted public health profession standards in practice, research, and service. For a copy of the final self-study document and/or final accreditation report, please contact the dean of the School of Health Sciences (adchshealth@mail.waldenu.edu).

Note on Certification

The National Board of Public Health Examiners (NBPHE) offers the Certified in Public Health (CPH) credential as a voluntary core credential for public health professionals. As the eligibility criteria may change periodically, students should visit https://www.nbphe.org/eligibility for more information about certification in public health. It is the individual’s responsibility to understand, evaluate, and comply with all requirements relating to national certification. Walden makes no representations or guarantees that completion of Walden coursework or programs will permit an individual to obtain national certification or practice as a public health professional in the state where they intend to practice.

Master of Public Policy (MPP)

This program is no longer accepting new students. Current students must complete their programs of study in accordance with Walden’s Time-to-Degree Completion policies.

Walden University’s Master of Public Policy (MPP) program will prepare students to work effectively within government agencies, governmental organizations, and the private sector. This includes the intersections of local, state, and federal systems and among socioeconomic sectors. Thus, it provides the ability to apply knowledge and skills practically that will impact society. The program comprises a core of contemporary theory and practice of policy creation, analysis, and implementation. With a unique blend of policy analysis and econometrics, the program will provide students with critical analytical skills essential for public policy professionals and organizational leaders. The MPP will attract leaders in public policy, and those aspiring to be leaders, in a wide variety of organizations which create, operate, analyze, or live by public policy.

Learning Outcomes

Upon completion of the Master of Public Policy, students will be able to:

- Explain how public policies are developed, approved, implemented, and evaluated.
- Apply major theories and concepts associated with the development of U.S. public policy and public administration.
- Apply a variety of data analysis methods in the study of public policy issues.
- Apply a variety of research and design methods in the study of public policy issues.
- Describe how to implement methods of organizational change and development while adhering to ethical standards of practice.
Design strategies for collaboration across the research, policy, and practice sectors to solve complex problems.

Specializations

General Program (see Course Sequence below)
- Criminal Justice
- Emergency Management
- Global Leadership
- Health Policy
- Homeland Security Policy and Coordination
- International Nongovernmental Organizations (NGOs)
- Law and Public Policy
- Local Government Management for Sustainable Communities
- Nonprofit Management and Leadership
- Public Management and Leadership
- Terrorism, Mediation, and Peace

Degree Requirements

General Program: 48 total quarter credits; with optional specialization: 63 total credits
- Foundation course (3 cr.)
- Core courses (40 cr.)
- Optional specialization courses (15 cr.)
- Capstone course (5 cr.)

Core Curriculum

Foundation Course (3 cr.)

MMPP 6117 - Foundations for Graduate Study

Core Courses (40 cr.)

MMPP 6405 - Ethics and Social Justice
MMPP 6111 - Leadership and Organizational Change
MMPP 6112 - Governance and Public Policy
MMPP 6280 - Policy and Politics in American Political Institutions
MMPP 6281 - Program Evaluation
MMPP 6282 - Public Policy and Finance
MMPP 6480 - Applied Research and Evaluation Methods
MMPP 6465 - Strategic Planning: Collaboration, Cooperation, and Coordination

Capstone Course (5 cr.)

MMPP 6910 - Capstone Seminar

Course Sequence

Students undertake courses in the following sequence.

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>MMPP 6117 - Foundations for Graduate Study</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>MMPP 6405 - Ethics and Social Justice</td>
<td>5 cr.</td>
</tr>
<tr>
<td>2</td>
<td>MMPP 6111 - Leadership and Organizational Change</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>MMPP 6112 - Governance and Public Policy</td>
<td>5 cr.</td>
</tr>
<tr>
<td>3</td>
<td>MMPP 6280 - Policy and Politics in American Political Institutions</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>MMPP 6281 - Program Evaluation</td>
<td>5 cr.</td>
</tr>
<tr>
<td>4</td>
<td>MMPP 6282 - Public Policy and Finance</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>MMPP 6480 - Applied Research and Evaluation Methods</td>
<td>5 cr.</td>
</tr>
<tr>
<td>5</td>
<td>MMPP 6465 - Strategic Planning: Collaboration, Cooperation, and Coordination</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>Specialization Course 1*</td>
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<tr>
<td>6</td>
<td>Specialization Course 2*</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>Specialization Course 3*</td>
<td>5 cr.</td>
</tr>
<tr>
<td>7</td>
<td>MMPP 6910 - Capstone Seminar</td>
<td>5 cr.</td>
</tr>
</tbody>
</table>

*Specialization courses are optional but must be taken in the sequence presented.

MS in Emergency Management

This program is no longer accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.
The MS in Emergency Management program offers a comprehensive foundation on the history, organizational structure, systems, and concerns that shape the management of disasters and other emergencies. Topics include public safety issues; managing public safety organizations; applied research and evaluation methods; and strategies for assessing, mitigating, and responding to emergency situations. The curriculum features case studies that focus on recent disasters, offering an opportunity for students to build their critical-thinking skills and grow into the next generation of leaders in this relatively new, emerging profession. The program offers the opportunity to help prepare to earn certificates from the Federal Emergency Management Agency's (FEMA) Emergency Management Institute.

Learning Outcomes

At the end of this program, students will be able to:

- Analyze theoretical underpinnings of emergency management implemented in practice. (IV, V, VI)
- Evaluate the research designs used in the study of emergency management issues. (IV, V, VI, VII)
- Interpret research results related to emergency management. (II, IV, V, VI, VII)
- Analyze the emergency management cycle (mitigation, preparedness, response, and recovery) applied to urban and rural settings. (IV, V, VI)
- Appropriately utilize assessment tools used in emergency management to measure risk, vulnerability, resistance, and resilience in communities. (II, IV, V, VI, VII, IX)
- Evaluate response and recovery in emergency planning and their social change implications. (I, II, IV, V, VI, VII, IX)
- Evaluate key leadership concepts and theories used in effectively leading and managing emergency management operations and programs. (IV, V, VI, VII, VIII, IX)

(Roman numerals in parentheses indicate University Outcomes.)

Specializations

- General (see below)
- Self-Design (optional)

Degree Requirements

- General Program: 48 total quarter credits or 63 with specialization
  - Foundation course (3 cr.)
  - Core courses (40 cr.)
  - Optional specialization courses (15 cr.)
Capstone course (5 cr.)

Curriculum

Foundation Course (3 cr.)

MSEM 6116 - Foundations for Graduate Study

Core Courses (40 cr.)

MSEM 6100 - Critical Issues in Emergency Management
MSEM 6200 - Risk Assessment, Preparedness, and Disaster Mitigation
MSEM 6420 - Organizational Management and Leadership
MSEM 6300 - Disaster Response and Recovery
MSEM 6830 - Current Issues in Homeland Security
MSEM 6480 - Applied Research and Evaluation Methods
MSEM 6771 - Terrorism: A Systematic Approach for Emergency Preparedness
MSEM 6832 - Terrorism: Legislation and Policy

Optional Self-Design Specialization (15 cr.)

Choose any three MSEM courses.

Capstone Course (5 cr.)

MSEM 6910 - Capstone Seminar

Course Sequence

Students undertake courses in the following sequence.

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>MSEM 6116 - Foundations for Graduate Study</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>MSEM 6100 - Critical Issues in Emergency Management</td>
<td>5 cr.</td>
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<td>2</td>
<td>MSEM 6200 - Risk Assessment, Preparedness, and Disaster Mitigation</td>
<td>5 cr.</td>
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<td>MSEM 6420 - Organizational Management and Leadership</td>
<td>5 cr.</td>
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<td>MSEM 6300 - Disaster Response and Recovery</td>
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<td>MSEM 6830 - Current Issues in Homeland Security*</td>
<td>5 cr.</td>
</tr>
<tr>
<td>Quarter</td>
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<td>Credits</td>
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<td>4</td>
<td>MSEM 6480 - Applied Research and Evaluation Methods</td>
<td>5 cr.</td>
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<td>MSEM 6771 - Terrorism: A Systematic Approach for Emergency Preparedness</td>
<td>5 cr.</td>
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<td>5</td>
<td>MSEM 6832 - Terrorism: Legislation and Policy</td>
<td>5 cr.</td>
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<tr>
<td></td>
<td>MSEM 6910 - Capstone Seminar</td>
<td>5 cr.</td>
</tr>
</tbody>
</table>

**MS in Nonprofit Management and Leadership**

Nonprofit organizations employ a sizable and increasing share of the nation’s workforce, with employment growth outpacing a number of major industries. The MS in Nonprofit Management and Leadership blends academic theory with hands-on experience so students can learn, explore, and apply strategies related to the nonprofit sector. Students gain the management and organizational skills they need to lead diverse and complex nonprofit organizations and to serve as social change agents in local and global communities.

**Learning Outcomes**

At the end of this program, students will be able to:

- Apply theories, principles, and processes related to nonprofit organizations in a variety of settings.
- Apply ethical solutions and legal guidelines and practices in nonprofit organizations.
- Evaluate the performance of governing boards, staff, volunteers, and programs in nonprofit organizations.
- Apply best practices (concepts, principles, and processes) to budgeting, financial management, resource development, and strategic planning in nonprofit organizations.
- Evaluate best practice models related to developing, leading, and managing domestic and/or international nonprofit organizations.

**Specializations**

- General Program (below)
- Global Leadership
- International Nongovernmental Organizations (NGOs)
- Local Government Management for Sustainable Communities
Self-Designed
Social Entrepreneurship and Innovation

Degree Requirements

48 total quarter credits (63 cr. with optional specialization)
Foundation course (3 cr.)
Core courses (40 cr.)
Specialization courses (15 cr.)
Capstone course (5 cr.)

Curriculum

Foundation Course (3 cr.)

NPMG 6116 - Foundations of Graduate Study

Core Courses (40 cr.)

NPMG 6200 - Introduction to the Nonprofit Sector
NPMG 6405 - Ethics and Social Justice
NPMG 6420 - Organizational Management and Leadership
NPMG 6435 - Human Resource Management: Building a Capable Workforce
NPMG 6451 - Board Governance and Volunteer Management
NPMG 6465 - Strategic Planning: Collaboration, Cooperation, and Coordination
NPMG 6480 - Applied Research and Evaluation Methods
NPMG 6461 - Resource Development

Specialization Courses (15 cr.)

These courses are dependent upon the particular specialization. Please see the course list on each specialization page.

Capstone Course (5 cr.)

NPMG 6910 - MS in Nonprofit Management and Leadership Capstone

Course Sequence

Students undertake courses in the following sequence.
<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>NPMG 6116 - Foundations of Graduate Study</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>NPMG 6200 - Introduction to the Nonprofit Sector</td>
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<tr>
<td>2</td>
<td>NPMG 6405 - Ethics and Social Justice</td>
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<td></td>
<td>NPMG 6420 - Organizational Management and Leadership</td>
<td>5 cr.</td>
</tr>
<tr>
<td>3</td>
<td>NPMG 6435 - Human Resource Management: Building a Capable Workforce</td>
<td>5 cr.</td>
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<td>NPMG 6451 - Board Governance and Volunteer Management</td>
<td>5 cr.</td>
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<td>4</td>
<td>NPMG 6465 - Strategic Planning: Collaboration, Cooperation, and Coordination</td>
<td>5 cr.</td>
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<td></td>
<td>NPMG 6461 - Resource Development</td>
<td>5 cr.</td>
</tr>
<tr>
<td>5</td>
<td>NPMG 6480 - Applied Research and Evaluation Methods</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>Specialization Course 1</td>
<td>5 cr.</td>
</tr>
<tr>
<td>6</td>
<td>Specialization Course 2</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>Specialization Course 3</td>
<td>5 cr.</td>
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<tr>
<td>7</td>
<td>NPMG 6910 - MS in Nonprofit Management and Leadership Capstone</td>
<td>5 cr.</td>
</tr>
</tbody>
</table>

Specializations (Master's)

**Public Management and Leadership - MS in Emergency Management**

This program is no longer accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

The MS in Emergency Management program with a specialization in Public Management and Leadership focuses on the multidisciplinary issues of preparedness, mitigation, response, and recovery in anticipating and rebuilding from disasters as they relate to public management. Students can study ways to coordinate and manage emergency situations, develop leadership skills for overseeing emergency programs, and explore the
technical demands of emergency situations. Topics include managing situations that deal with the uncertainty, the nature and methods of transformative change, and leadership strategies for influencing and shaping public policy. Students have an opportunity to apply strategic scenarios to create organizational change for a public organization of their choice. The curriculum can also help prepare students to earn certificates from the Federal Emergency Management Agency’s (FEMA) Emergency Management Institute.

Specialization Curriculum (15 cr.)

- MSEM 6390 - Strategic Context of Public Management and Leadership
- MSEM 6542 - Transformative Change in a Global Environment
- MSEM 6392 - The Language of Leadership

Course Sequence

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>MSEM 6116 - Foundations for Graduate Study</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>MSEM 6363 - Public Safety Issues</td>
<td>5 cr.</td>
</tr>
<tr>
<td>2</td>
<td>MSEM 6100 - Critical Issues in Emergency Management</td>
<td>5 cr.</td>
</tr>
<tr>
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<td>MSEM 6364 - Managing Public Safety Organizations</td>
<td>5 cr.</td>
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<tr>
<td>3</td>
<td>MSEM 6480 - Applied Research and Evaluation Methods</td>
<td>5 cr.</td>
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<tr>
<td></td>
<td>MSEM 6200 - Risk Assessment, Preparedness, and Disaster Mitigation</td>
<td>5 cr.</td>
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<tr>
<td>4</td>
<td>MSEM 6300 - Disaster Response and Recovery</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>MSEM 6390 - Strategic Context of Public Management and Leadership</td>
<td>5 cr.</td>
</tr>
<tr>
<td>5</td>
<td>MSEM 6542 - Transformative Change in a Global Environment</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>MSEM 6392 - The Language of Leadership</td>
<td>5 cr.</td>
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<tr>
<td>6</td>
<td>MSEM 6910 - Capstone Seminar</td>
<td>5 cr.</td>
</tr>
</tbody>
</table>

**Terrorism and Emergency Management - MS in Emergency Management**

This program is no longer accepting new students. Current students must complete their programs of study in accordance with Walden’s Time-to-Degree Completion policies.
The MS in Emergency Management program with a specialization in Terrorism and Emergency Management focuses on the history, organizational systems, planning, and response associated with public crises, with an emphasis on terrorism. Students can explore and analyze terrorism and counterterrorism efforts, develop the critical-thinking skills required to address public crises, and study policies that pertain to domestic and international terrorism. Topics include terrorism and public health, bioterrorism, cyber terrorism, risk assessment, and the components of a systemic preparedness infrastructure. Students have an opportunity to analyze the U.S. Patriot Act and similar legislation and policies, and discuss their impact on U.S. constitutional freedoms. The curriculum can also help prepare students to earn certificates from the Federal Emergency Management Agency’s (FEMA) Emergency Management Institute.

Specialization Curriculum (15 cr.)

- MSEM 6320 - Public Policy Implications of Terrorism Legislation and Policies
- MSEM 6740 - Disaster, Crisis, and Trauma
- MSEM 6771 - Terrorism: A Systematic Approach for Emergency Preparedness

Course Sequence

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>MSEM 6116 - Foundations for Graduate Study</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>MSEM 6363 - Public Safety Issues</td>
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<tr>
<td>2</td>
<td>MSEM 6100 - Critical Issues in Emergency Management</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>MSEM 6364 - Managing Public Safety Organizations</td>
<td>5 cr.</td>
</tr>
<tr>
<td>3</td>
<td>MSEM 6480 - Applied Research and Evaluation Methods</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>MSEM 6200 - Risk Assessment, Preparedness, and Disaster Mitigation</td>
<td>5 cr.</td>
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<tr>
<td>4</td>
<td>MSEM 6300 - Disaster Response and Recovery</td>
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<td></td>
<td>MSEM 6320 - Public Policy Implications of Terrorism Legislation and Policies</td>
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<td>5</td>
<td>MSEM 6771 - Terrorism: A Systematic Approach for Emergency Preparedness</td>
<td>5 cr.</td>
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<tr>
<td></td>
<td>MSEM 6740 - Disaster, Crisis, and Trauma</td>
<td>5 cr.</td>
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</tbody>
</table>
MSEM 6910 - Capstone Seminar 5 cr.

Doctoral Degree Programs

**Doctor of Public Administration (DPA)**

The DPA program is designed to prepare students to engage in and address the problems and challenges associated with the administration of public and nonprofit organizations in the U.S. and the world. Through their coursework, students explore the practice of public administration, management, and applied research in a global context, thereby enabling them to gain expertise in solving the complex problems that public organizations encounter. Graduates with a DPA degree are positioned for career opportunities in applied research, management, leadership, and the administration of public and nonprofit organizations; they can also pursue careers in consultancy with organizations that contract with public entities. Students in this program may choose from several specializations, including Geographic Information System (GIS) systems.

**Learning Outcomes**

Upon completion of the Doctor of Public Administration (DPA) program, students will be able to:

- Evaluate effective leadership/management principles (including theory, concepts, and practices) utilized in the public sector.
- Evaluate solutions to practical problems in public administration using evidence-based practices and research.
- Apply ethical concepts of public administration within organizations.
- Apply culturally sensitive public administration research to meet the needs of diverse populations at local, state, national, and international levels of government.
- Utilize analytic methods in making decisions related to public administration that contribute to positive social change.
- Engage in scientific inquiry to advance practice in the field of public administration.

**Specializations**

These previous Doctor of Public Administration (DPA) specializations are no longer accepting new students. Current students in these specializations must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies. Changing specializations may increase a student's expected time-to-degree completion and cost.

- Criminal Justice
- Emergency Management
Geographic Information Systems (GIS)
Global Leadership
Health Policy
Homeland Security Policy and Coordination
International Nongovernmental Organizations (NGOs)
Law and Public Policy
Local Government Management for Sustainable Communities
Nonprofit Management and Leadership
Policy Analysis
Terrorism, Mediation, and Peace

Minimum Degree Requirements

Doctoral Writing Assessment
Professional Development Plan and Program of Study
Foundations course (3 cr.)
Core courses (40 cr.)
Research courses (10 cr.)
Completion of the Doctoral study
  Doctoral Study completion course (5 cr. per term for a minimum of four terms; taken continuously until completion of the doctoral study)
  Quarter Plans
  Two residencies

Curriculum

Foundation Course (3 cr.)
  DDPA 8003 - Foundations in Doctoral Studies

Core Courses (40 cr.)
  DDPA 8405 - Ethics and Social Justice
  DDPA 8390 - Strategic Context of Public Management and Leadership
  DDPA 8382 - Public Policy and Finance
  DDPA 8200 - Management Techniques for the Public Sector
  DDPA 8111 - Leadership and Organizational Change
  DDPA 8112 - Governance and Public Policy
  DDPA 8210 - Analytics for Evidence-Based Decision-Making
  DDPA 8300 - Writing Applied Research and Funding Proposals

Research Courses (10 cr.)
RSCH 8110 - Research Theory, Design, and Methods
RSCH 8210 - Quantitative Reasoning and Analysis

Residency Requirements

Complete Residency 1 in Term 3 or 4.
Complete Residency 2 in Term 6 or 7.

Completion of the Doctoral Capstone

DDPA 8400 - Professional Administrative Study (5 cr. per term for a minimum of four terms; taken continuously until completion)

Course Sequence

Students undertake courses in the following sequence.

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>DDPA 8003 - Foundations in Doctoral Studies OR DDPA 8003I - Foundations in Doctoral Studies</td>
<td>3 cr.</td>
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<td>DDPA 8405 - Ethics and Social Justice</td>
<td>5 cr.</td>
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<td>2</td>
<td>DDPA 8390 - Strategic Context of Public Management and Leadership</td>
<td>5 cr.</td>
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<td></td>
<td>DDPA 8382 - Public Policy and Finance</td>
<td>5 cr.</td>
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<tr>
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<td>Complete Residency 1 prior to completion of DDPA 8210.</td>
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<tr>
<td>3</td>
<td>DDPA 8200 - Management Techniques for the Public Sector</td>
<td>5 cr.</td>
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<tr>
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<td>DDPA 8111 - Leadership and Organizational Change</td>
<td>5 cr.</td>
</tr>
<tr>
<td>4</td>
<td>DDPA 8112 - Governance and Public Policy</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>DDPA 8210 - Analytics for Evidence-Based Decision-Making</td>
<td>5 cr.</td>
</tr>
</tbody>
</table>
Quarter | Course | Credits
--- | --- | ---
5 | DDPA 8300 - Writing Applied Research and Funding Proposals | 5 cr.
6 | RSCH 8110 - Research Theory, Design, and Methods | 5 cr.
7+ | DDPA 8400 - Professional Administrative Study | 5 cr. per term for a minimum of 4 terms; taken continuously until completion and approved by CAO

*Students take this course for a minimum of four quarters and are continuously enrolled until completion of their doctoral study with final chief academic officer (CAO) approval. In general, students are continuously registered in the dissertation/doctoral study course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation/doctoral study course shell.

To complete a doctoral study, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their doctoral study on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

**Doctoral Writing Assessment**

Students who start or readmit to doctoral programs at Walden University in the university catalog for academic year 2017 or later will complete the university’s required doctoral writing assessment. Designed to evaluate incoming doctoral students’ writing skills, this assessment aims to help prepare incoming doctoral students to meet the university’s expectations for writing at the doctoral level.

**8-Year Maximum Time Frame**
Students have up to 8 years to complete their doctoral degree requirements (see Enrollment Requirements). Students may petition to extend the 8-year maximum timeframe, but an extension is not guaranteed.

**Doctor of Public Health (DrPH)**

The Doctor of Public Health (DrPH) degree prepares public health practitioners to assume positions of leadership and influence in practice-based settings. In this professional doctoral degree program, students explore public health challenges from both a domestic and global standpoint and how evidence-based research can be applied to advance public health goals. Through their coursework, students examine topics such as ethics, budgeting, critical analysis, and supervision, with an overarching emphasis on enhancing practical skills. Students in this multidisciplinary program have the opportunity to collaborate on assignments with students from other Walden College of Health Sciences and Public Policy programs.

**Learning Outcomes**

As a graduate of this program, students will be prepared to:

- Critically evaluate the interdisciplinary role of stakeholders in the application and evaluation of population-based public health strategies.
- Evaluate approaches to inform and influence public health interventions and strategies.
- Apply research methods in the investigation of public health problems.
- Critically evaluate evidence-based research, theories, and models used in public health.
- Apply systems-thinking skills and strategies for the promotion of public health policy and advocacy.
- Apply evidence-based research and practices to promote positive social change.
- Examine the application of economic theories in relation to public health systems across diverse community settings.
- Apply community health assessment techniques to identify, prioritize, and formulate solutions to community public health problems.
- Apply ethical principles in public health practice.

**Track 1 (For students who hold a Master of Public Health degree)**

**Minimum Degree Requirements**
For students who hold a Master of Public Health (MPH) degree, Track I allows them to forgo foundational public health courses and complete the program in a shorter amount of time.

Doctoral Writing Assessment
Professional Development Plan and Program of Study
Foundation course (5 cr.)
Core courses (62 cr.)
Completion of Doctoral Capstone
  Capstone writing courses (continuous enrollment in 5 cr. per term for a minimum of 3 terms until completion)
Quarter Plans
Two residencies

Curriculum

Foundation Courses (5 cr.)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
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<tbody>
<tr>
<td>PUBH 8007</td>
<td>Public Health Essentials</td>
</tr>
<tr>
<td>PUBH 8004</td>
<td>Foundations of Doctoral Success in Public Health</td>
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</tbody>
</table>

Core Courses (62 cr.)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>PUBH 8051</td>
<td>Advanced Issues in Global Public Health</td>
</tr>
<tr>
<td>PUBH 8410</td>
<td>Fundamentals of Leadership, System Evaluation, and Interventions in Public Health</td>
</tr>
<tr>
<td>PUBH 8510</td>
<td>Doctoral Seminar I</td>
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<tr>
<td>RSCH 8110</td>
<td>Research Theory, Design, and Methods</td>
</tr>
<tr>
<td>PUBH 8512</td>
<td>Doctoral Seminar II</td>
</tr>
<tr>
<td>PUBH 8040</td>
<td>Advanced Public Health Policy and Advocacy</td>
</tr>
<tr>
<td>PUBH 8211</td>
<td>Research Methods for Public Health</td>
</tr>
<tr>
<td>PUBH 8044</td>
<td>Advanced Program Evaluation</td>
</tr>
<tr>
<td>PUBH 8048</td>
<td>Research Applications of Theories, Models, and Conceptual Frameworks in Public Health</td>
</tr>
<tr>
<td>PUBH 8317</td>
<td>Financing Public Health Systems</td>
</tr>
<tr>
<td>PUBH 8514</td>
<td>Doctoral Seminar III</td>
</tr>
<tr>
<td>PUBH 8546</td>
<td>Advanced Analysis of Community Health Data and Surveillance in Public Health</td>
</tr>
<tr>
<td>PUBH 8132</td>
<td>Communication and Social Marketing Strategies for Public Health Leaders</td>
</tr>
<tr>
<td>PUBH 8516</td>
<td>Doctoral Seminar IV</td>
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<tr>
<td>PUBH 8248</td>
<td>Advanced Research Methods in Public Health Practice</td>
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<tr>
<td>PUBH 8990</td>
<td>DrPH Applied Practice Experience</td>
</tr>
<tr>
<td>PUBH 8518</td>
<td>Doctoral Seminar V</td>
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</tbody>
</table>
Residency Requirements

Complete Residency 1 after successful completion of PUBH 8004; required in order to advance into RSCH 8110 or PUBH 8048.

Complete Residency 2 after successful completion of RSCH 8110 or PUBH 8048 and prior to PUBH 9100 - Public Health Capstone.

Completion of the Doctoral Capstone

PUBH 9100 - Public Health Capstone

Course Sequence

Students undertake courses in the following sequence.

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>PUBH 8007 - Public Health Essentials</td>
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<tr>
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<td>PUBH 8004 - Foundations of Doctoral Success in Public Health</td>
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<td>Complete Residency 1 after successful completion of PUBH 8004; required in order to advance into RSCH 8110 or PUBH 8048.</td>
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<td>2</td>
<td>PUBH 8051 - Advanced Issues in Global Public Health</td>
<td>5 cr.</td>
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<td>PUBH 8410 - Fundamentals of Leadership, System Evaluation, and Interventions in Public Health</td>
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<td></td>
<td>PUBH 8510 - Doctoral Seminar I</td>
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<td>3</td>
<td>RSCH 8110 - Research Theory, Design, and Methods</td>
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<td>PUBH 8512 - Doctoral Seminar II</td>
<td>1 cr.</td>
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<td>PUBH 8040 - Advanced Public Health Policy and Advocacy</td>
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<tr>
<td>Quarter</td>
<td>Course</td>
<td>Credits</td>
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<td>4</td>
<td>PUBH 8211 - Research Methods for Public Health</td>
<td>5 cr.</td>
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<td>PUBH 8044 - Advanced Program Evaluation</td>
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<td>5</td>
<td>PUBH 8048 - Research Applications of Theories, Models, and Conceptual</td>
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<td></td>
<td>Frameworks in Public Health</td>
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<td></td>
<td>Complete Residency 2 after successful completion of RSCH 8210 or PUBH</td>
<td></td>
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<td></td>
<td>8048 and prior to PUBH 9100 - Public Health Capstone.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PUBH 8317 - Financing Public Health Systems</td>
<td>5 cr.</td>
</tr>
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<td></td>
<td>PUBH 8514 - Doctoral Seminar III</td>
<td>1 cr.</td>
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<tr>
<td>6</td>
<td>PUBH 8546 - Advanced Analysis of Community Health Data and Surveillance</td>
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<td></td>
<td>PUBH 8132 - Communication and Social Marketing Strategies for Public</td>
<td>5 cr.</td>
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<td></td>
<td>Health Leaders</td>
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<td>PUBH 8516 - Doctoral Seminar IV</td>
<td>1 cr.</td>
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<td>7</td>
<td>PUBH 8248 - Advanced Research Methods in Public Health Practice</td>
<td>5 cr.</td>
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<td></td>
<td>PUBH 8990 - DrPH Applied Practice Experience</td>
<td>2 cr.</td>
</tr>
<tr>
<td></td>
<td>PUBH 8518 - Doctoral Seminar V</td>
<td>1 cr.</td>
</tr>
<tr>
<td>8+</td>
<td>PUBH 9100 - Public Health Capstone*</td>
<td>Continuous enrollment in 5 cr. per term for a minimum of 3</td>
</tr>
</tbody>
</table>
Track 2 (For students who have a master's degree in an academic discipline other than public health)

Minimum Degree Requirements

- Doctoral Writing Assessment
- Professional Development Plan and Program of Study
- Foundations course (5 cr.)
- Core courses (78 cr.)
- Research courses (5 cr.)
- Completion of Doctoral Capstone
  - Capstone writing courses (5 cr. per term for a minimum of 3 terms; taken continuously until completion)
- Two residencies

Curriculum

Foundation Course (5 cr.)

- PUBH 8007 - Public Health Essentials
- PUBH 8004 - Foundations of Doctoral Success in Public Health

Core Courses (83 cr.)

- PUBH 8038 - Health Behavior Theory
PUBH 8032 - SPSS Revealed
PUBH 8031 - Advanced Issues in Global Public Health
PUBH 8033 - Interpretation and Application of Public Health Data
PUBH 8035 - Epidemiology: Decoding the Science of Public Health
PUBH 8410 - Fundamentals of Leadership, System Evaluation, and Interventions in Public Health
PUBH 8034 - Environmental Health: Local to Global
PUBH 8040 - Advanced Public Health Policy and Advocacy
PUBH 8510 - Doctoral Seminar I
RSCH 8110 - Research Theory, Design, and Methods
PUBH 8512 - Doctoral Seminar II
PUBH 8317 - Financing Public Health Systems
PUBH 8211 - Research Methods for Public Health
PUBH 8044 - Advanced Program Evaluation
PUBH 8048 - Research Applications of Theories, Models, and Conceptual Frameworks in Public Health
PUBH 8514 - Doctoral Seminar III
PUBH 8546 - Advanced Analysis of Community Health Data and Surveillance in Public Health
PUBH 8132 - Communication and Social Marketing Strategies for Public Health Leaders
PUBH 8516 - Doctoral Seminar IV
PUBH 8248 - Advanced Research Methods in Public Health Practice
PUBH 8990 - DrPH Applied Practice Experience
PUBH 8518 - Doctoral Seminar V

Residency Requirements

Complete Residency 1 after successful completion of PUBH 8004; required in order to advance into RSCH 8110 or PUBH 8048.
Complete Residency 2 after successful completion of RSCH 8110 or PUBH 8048 and prior to PUBH 9100 - Public Health Capstone.

Completion of the Doctoral Capstone

PUBH 9100 - Public Health Capstone

Course Sequence

Students undertake courses in the following sequence.

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>PUBH 8007 - Public Health Essentials</td>
<td>0 cr.</td>
</tr>
<tr>
<td>Quarter</td>
<td>Course</td>
<td>Credits</td>
</tr>
<tr>
<td>---------</td>
<td>---------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td></td>
<td>PUBH 8004 - Foundations of Doctoral Success in Public Health</td>
<td>5 cr.</td>
</tr>
<tr>
<td>2</td>
<td>Complete Residency 1 after successful completion of PUBH 8004; required in order to advance into RSCH 8110 or PUBH 8048.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>PUBH 8038 - Health Behavior Theory</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>PUBH 8032 - SPSS Revealed</td>
<td>1 cr.</td>
</tr>
<tr>
<td>3</td>
<td>PUBH 8051 - Advanced Issues in Global Public Health</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>PUBH 8033 - Interpretation and Application of Public Health Data</td>
<td>5 cr.</td>
</tr>
<tr>
<td>4</td>
<td>PUBH 8035 - Epidemiology: Decoding the Science of Public Health</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>PUBH 8410 - Fundamentals of Leadership, System Evaluation, and Interventions in Public Health</td>
<td>5 cr.</td>
</tr>
<tr>
<td>5</td>
<td>PUBH 8034 - Environmental Health: Local to Global</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>PUBH 8040 - Advanced Public Health Policy and Advocacy</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>PUBH 8510 - Doctoral Seminar I</td>
<td>1 cr.</td>
</tr>
<tr>
<td>6</td>
<td>RSCH 8110 - Research Theory, Design, and Methods</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>PUBH 8512 - Doctoral Seminar II</td>
<td>1 cr.</td>
</tr>
<tr>
<td></td>
<td>PUBH 8317 - Financing Public Health Systems</td>
<td>5 cr.</td>
</tr>
<tr>
<td>Quarter</td>
<td>Course</td>
<td>Credits</td>
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</tr>
<tr>
<td>7</td>
<td>PUBH 8211 - Research Methods for Public Health</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>PUBH 8044 - Advanced Program Evaluation</td>
<td>5 cr.</td>
</tr>
<tr>
<td>8</td>
<td>PUBH 8048 - Research Applications of Theories, Models, and Conceptual Frameworks in Public Health</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>Complete Residency 2 after successful completion of RSCH 8110 or PUBH 8048 and prior to PUBH 9100 - Public Health Capstone.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PUBH 8514 - Doctoral Seminar III</td>
<td>1 cr.</td>
</tr>
<tr>
<td>9</td>
<td>PUBH 8546 - Advanced Analysis of Community Health Data and Surveillance in Public Health</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>PUBH 8132 - Communication and Social Marketing Strategies for Public Health Leaders</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>PUBH 8516 - Doctoral Seminar IV</td>
<td>1 cr.</td>
</tr>
<tr>
<td>10</td>
<td>PUBH 8248 - Advanced Research Methods in Public Health Practice</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>PUBH 8990 - DrPH Applied Practice Experience</td>
<td>2 cr.</td>
</tr>
<tr>
<td></td>
<td>PUBH 8518 - Doctoral Seminar V</td>
<td>1 cr.</td>
</tr>
<tr>
<td>11+</td>
<td>PUBH 9100 - Public Health Capstone*</td>
<td>Continuous enrollment in 5 cr. per term for a minimum of 3 terms; taken continuously until completion</td>
</tr>
</tbody>
</table>
* Students take this course for a minimum of three terms and are continuously enrolled until completion of their doctoral study with final chief academic officer (CAO) approval. In general, students are continuously registered in the doctoral study course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the doctoral study course shell.

To complete a doctoral study, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their doctoral study on ProQuest before their degree is conferred. Learn more about the doctoral study process in the Doctoral Study Guidebook.

**Doctoral Writing Assessment**

Students who start or readmit to doctoral programs at Walden University in the university catalog for academic year 2017 or later will complete the university's required doctoral writing assessment. Designed to evaluate incoming doctoral students' writing skills, this assessment aims to help prepare incoming doctoral students to meet the university's expectations for writing at the doctoral level.

**Note on Accreditation**

The Council on Education for Public Health (CEPH) Board of Councilors acted at its September 6, 2019, meeting to accredit the Master of Public Health (MPH) Program at Walden University for a five-year term, based on an application for accreditation submitted on February 3, 2018. On June 5, 2020, the CEPH Board of Councilors accredited the Doctor of Public Health (DrPH) at Walden University, after reviewing an accreditation application submitted on April 21, 2020. CEPH is an independent agency recognized by the U.S. Department of Education to accredit schools of public health and programs of public health. CEPH accreditation provides assurance that the program has been evaluated and met accepted public health profession standards in practice, research, and service. For a copy of the final self-study document and/or final accreditation report, please contact the dean of the School of Health Sciences (adchshealth@mail.waldenu.edu).

**Note on Certification**

The National Board of Public Health Examiners (NBPHE) offers the Certified in Public Health (CPH) credential as a voluntary core credential for public health professionals. As the eligibility criteria may change periodically, students should visit https://www.nbphe.org/eligibility for more information about certification in public health. It is the individual's responsibility to understand, evaluate, and comply with all requirements relating to national certification. Walden makes no representations or guarantees that completion of Walden coursework or programs will permit an individual to obtain national certification or practice as a public health professional in the state where they intend to practice.
8-Year Maximum Time Frame

In general, students are continuously registered in the dissertation/doctoral study course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation/doctoral study course shell. Students have up to 8 years to complete their doctoral degree requirements (see Enrollment Requirements in the student handbook). Students may petition to extend the 8-year maximum time frame, but an extension is not guaranteed.

PhD in Public Health

In the PhD in Public Health program focuses on seeking solutions to significant public health problems by applying and integrating knowledge into public health practice and research. Through the program, the development and demonstration of research and analytical skills are fostered to prepare students for careers in academia or in public and private organizations and institutions. Students may elect to specialize in either Community Health, Environmental and Occupational Health, or Epidemiology.

Learning Outcomes

At the end of the program, students will be able to:

- Apply ethical decision-making in public health research.
- Design public health research proposals that are evidence based and competitive.
- Critically evaluate scholarly literature in public health and related disciplines.
- Demonstrate leadership skills to facilitate evidence-based public health solutions.
- Conduct original public health research that has the ability to promote positive social change in diverse populations.
- Demonstrate appropriate communication skills necessary to deliver complex public health research and information to professional audiences.

Specializations

Changing specializations may increase a student's expected time-to-degree completion and cost.

- Community Health (Tracks I and II)
- Environmental and Occupational Health (Tracks I and II)
- Epidemiology (Tracks I and II)

Minimum Degree Requirements
Doctoral Writing Assessment

Foundation courses (5 cr.)

Core courses

Track I

Community Health: 43 cr.
Environmental and Occupational Health: 43 cr.
Epidemiology: 43 cr.

Track II

Community Health: 69 cr.
Environmental and Occupational Health: 69 cr.
Epidemiology: 69 cr.

Specialization courses

Track I

Community Health: 15 cr.
Environmental and Occupational Health: 15 cr.
Epidemiology: 15 cr.

Track II

Community Health: 15 cr.
Environmental and Occupational Health: 15 cr.
Epidemiology: 15 cr.

Dissertation Seminar (5 cr.)

Completion of Dissertation (15 cr. minimum)

Dissertation writing courses (continuous enrollment in 5 cr. per term for a minimum of 3 terms until completion)

Four PhD residencies

Curriculum

The PhD program has two tracks, providing different levels of foundational knowledge based on the students’ studies prior to entering the program. All students complete the same core and specialization curriculum.

Track I: Students who enter the program with a master’s degree in public health complete PHLT 8006/8011 - Foundations of Doctoral Success in Public Health followed by the program’s core and specialization courses.

Track II: Students who enter the program with a bachelor’s degree or with a graduate degree that is not in public health complete a set of foundational courses in the core competencies and practice of public health before they move on to the sequence of courses described for Track II, followed by the core and specialization courses.
Residency Requirements

PhD Residency 1 must be completed before taking RSCH 8110H.
PhD Residency 2 must be completed after RSCH 8110H and before PHLT 8068.
PhD Residency 3 must be completed after RSCH 8210H and before PHLT 9005.
PhD Residency 4 must be completed after after your prospectus is approved and PHLT 9005 is completed as:

- Residency 4 General (RESI 8404) OR
- Residency 4 Proposal Writing (RESI 8404Q) OR
- Residency 4 Methods & Data Collection: Qualitative (RESI 8404R) OR
- Residency 4 Methods & Data Collection: Quantitative (RESI 8404S) OR
- Residency 4 Publishing & Presenting (RESI 8404T) OR
- a dissertation intensive (DRWI 8500) during your 9000 course in the dissertation writing phase to progress toward completion and defense of the dissertation. Contact Student Success Advising to register. NOTE: Intensives are NOT included in Fast Track tuition.

Doctoral Writing Assessment

Students who start or readmit to doctoral programs at Walden University in the university catalog for academic year 2017 or later will complete the university's required doctoral writing assessment. Designed to evaluate incoming doctoral students' writing skills, this assessment aims to help prepare incoming doctoral students to meet the university's expectations for writing at the doctoral level.

8-Year Maximum Time Frame

In general, students are continuously registered in the dissertation/doctoral study course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation/doctoral study course shell.

Students have up to 8 years to complete their doctoral degree requirements (see Enrollment Requirements in the student handbook). Students may petition to extend the 8-year maximum time frame, but an extension is not guaranteed.

PhD in Public Policy and Administration (PPA)

The PhD in Public Policy and Administration program is designed to prepare students to address the challenges of governance and service delivery that exist both in the U.S. and around the world. Coursework explores public policy theory, research, and practice in a global context, enabling students to gain expertise in effective U.S. policy management and the ability to apply those insights to problems facing the world at large. The PhD in
Public Policy and Administration can position students for career opportunities in research, higher education, or administration in the private, public, or nonprofit sector. Students in this program may choose a specialization that fits their personal and/or career objectives.

Learning Outcomes

At the end of the program, students will be able to:

- Discuss leadership concepts and theories that have been used to effectively lead and manage in the public sector.
- Analyze evidence-based research, theories, and models used to promote participation in public and nonprofit policy processes.
- Develop solutions for problems related to public policy and public administration using theory and research.
- Ethically apply the major theories and concepts of public policy and public administration within organizations.
- Evaluate models and best practices utilizing diverse perspectives in local, state, national, and international public agencies by using evidence-based research.

Specializations

These previous PhD in Public Policy and Administration specializations are no longer accepting new students. Current students in these specializations must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

- Criminal Justice
- Emergency Management
- Geographic Information Systems (GIS)
- Global Leadership
- Health Policy
- Homeland Security Policy and Coordination
- International Nongovernmental Organizations (NGOs)
- Law and Public Policy
- Local Government Management for Sustainable Communities
- Nonprofit Management and Leadership
- Policy Analysis
- Public Management and Leadership
- Terrorism, Mediation, and Peace

Minimum Degree Requirements
Doctoral Writing Assessment

Professional Development Plan and Program of study

Foundation course (3 cr.)
Core courses (25 cr.)
Research courses (20 cr.)
Completion of the Doctoral Capstone
  Doctoral support course (5 cr.)
  Dissertation writing courses (5 cr. per term for a minimum of four terms; taken continuously until completion)
Quarter Plans
Four residencies

Curriculum

Foundation Course (3 cr.)

  PPPA 8004 - Foundations in Doctoral Studies
  OR
  PPPA 8004I - Foundations in Doctoral Studies

Core Courses (25 cr.)

  PPPA 8104 - Intellectual Traditions and Theoretical Foundations of Public Policy and Administration
  PPPA 8111 - Leadership and Organizational Change
  PPPA 8112 - Governance and Public Policy
  PPPA 8405 - Ethics and Social Justice
  PPPA 8431 - Finance and Budgeting for the Public Sector

Foundation Research Sequence (15 cr.)

Courses composing the Foundation Research Sequence are conducted online and require weekly readings, participation in discussions, and assignment completion. Course instructors guide discussions and evaluate discussion and application assignments. RSCH 8110 must be completed prior to Residency 2 of the academic residencies. RSCH 8210 and RSCH 8310 must be completed prior to beginning the dissertation or attending Residency 3.

  RSCH 8110 - Research Theory, Design, and Methods
  RSCH 8210 - Quantitative Reasoning and Analysis
  RSCH 8310 - Qualitative Reasoning and Analysis

Advanced Research Course (5 cr.)
All PhD students are required to complete one advanced-level research course that mirrors the methodology of their intended dissertations. The university offers three advanced courses; individual programs may have other advanced options. Students should refer to their specific programs of study to determine program-specific requirements.

One of the following three courses is required:

- RSCCH 8260 - Advanced Quantitative Reasoning and Analysis
- RSCCH 8360 - Advanced Qualitative Reasoning and Analysis
- RSCCH 8460 - Advanced Mixed-Methods Reasoning and Analysis

Residency Requirements

Complete Residency 1 as soon as you begin your program; should be completed in Term 1 or Term 2.

Complete Residency 2 within 18 months of your start date or linked to your registration for or completion of your first research course.

Complete Residency 3 by the end of your third year.

Complete residency 4 after your prospectus is approved as follows:

- Residency 4 General (RESI 8404) OR
- Residency 4 Proposal Writing (RESI 8404Q) OR
- Residency 4 Methods & Data Collection: Qualitative (RESI 8404R) OR
- Residency 4 Methods & Data Collection: Quantitative (RESI 8404S) OR
- Residency 4 Publishing & Presenting (RESI 8404T) OR

an approved professional conference (RESI 8900 for select programs only.

Contact Advising for information.) OR

a dissertation intensive (DRWI 8500) during your 9000 course. Contact Student Success Advising to register. You must attend all sessions and advising throughout the entire intensive retreat in order to successfully complete the experience to satisfy residency 4 requirements. **NOTE:** Intensive Retreats are **NOT** included in Fast Track tuition.

Optional: Complete a PhD dissertation intensive (DRWI 8500) during your dissertation. Contact Student Success Advising to register.

Completion of the Doctoral Capstone

**PPPA 8115 - Writing a Quality Prospectus**

**PPPA 9000 - Dissertation**

Students take this course for a minimum of four terms and are continuously enrolled until completion of their doctoral study with final chief academic officer (CAO) approval. Most Walden students who complete their dissertation/doctoral study take more than 2 years to do so.

To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense
stage; and gain final approval by the chief academic officer. Students must also publish their
dissertation on ProQuest before their degree is conferred. Learn more about the dissertation
process in the Dissertation Guidebook. In general, students are continuously registered in the
dissertation course until they complete an approved dissertation, which usually requires more than
the minimum terms in the dissertation course shell.

## Course Sequence

Students undertake courses in the following sequence.

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>PPPA 8004 - Foundations in Doctoral Studies OR PPPA 8004I - Foundations in Doctoral Studies</strong></td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td><strong>PPPA 8405 - Ethics and Social Justice</strong></td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td><em>Complete Residency 1 as soon as you begin your program; should be completed in Term 1 or Term 2.</em></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td><strong>PPPA 8104 - Intellectual Traditions and Theoretical Foundations of Public Policy and Administration</strong></td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td><strong>RSCH 8110 - Research Theory, Design, and Methods</strong></td>
<td>5 cr.</td>
</tr>
<tr>
<td>3</td>
<td><strong>PPPA 8431 - Finance and Budgeting for the Public Sector</strong></td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td><strong>PPPA 8111 - Leadership and Organizational Change</strong></td>
<td>5 cr.</td>
</tr>
<tr>
<td>4</td>
<td><strong>PPPA 8112 - Governance and Public Policy</strong></td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td><em>Complete Residency 2 within 18 months of your start date or linked to your registration for or completion of RSCH 8210.</em></td>
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<tr>
<td></td>
<td><strong>RSCH 8210 - Quantitative Reasoning and Analysis</strong></td>
<td>5 cr.</td>
</tr>
<tr>
<td>5</td>
<td><strong>RSCH 8310 - Qualitative Reasoning and Analysis</strong></td>
<td>5 cr.</td>
</tr>
<tr>
<td>6</td>
<td><em>Complete Residency 3 linked to your registration for or completion of RSCH 8260, RSCH 8360, or RSCH 8460.</em></td>
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<tr>
<td>Quarter</td>
<td>Course</td>
<td>Credits</td>
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<tr>
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</tr>
<tr>
<td>RSCH 8260 - Advanced Quantitative Reasoning and Analysis OR RSCH 8360 - Advanced Qualitative Reasoning and Analysis OR RSCH 8460 - Advanced Mixed-Methods Reasoning and Analysis</td>
<td></td>
<td>5 cr.</td>
</tr>
<tr>
<td>PPPA 8115 - Writing a Quality Prospectus</td>
<td></td>
<td>5 cr.</td>
</tr>
<tr>
<td><strong>Complete residency 4 after your prospectus is approved as follows:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Residency 4 General (RESI 8404) OR Residency 4 Proposal Writing (RESI 8404Q) OR Residency 4 Methods &amp; Data Collection: Qualitative (RESI 8404R) OR Residency 4 Methods &amp; Data Collection: Quantitative (RESI 8404S) OR Residency 4 Publishing &amp; Presenting (RESI 8404T) OR an approved professional conference (RESI 8900 for select programs only. Contact Advising for information.) OR a dissertation intensive (DRWI 8500) during your 9000 course. Contact Student Success Advising to register. You must attend all sessions and advising throughout the entire intensive retreat in order to successfully complete the experience to satisfy residency 4 requirements. <strong>NOTE:</strong> Intensive Retreats are NOT included in Fast Track tuition.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PPPA 9000 - Dissertation*</td>
<td></td>
<td>5 cr. per term for a minimum of 4 terms; taken continuously until completion and approved by CAO</td>
</tr>
<tr>
<td>Optional: Complete a PhD dissertation intensive (DRWI 8500) during your dissertation. Contact Student Success Advising to register.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Students take this course for a minimum of four terms and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval. In
general, students are continuously registered in the dissertation course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation course shell.

To complete a dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

Master of Philosophy (Embedded Degree)

Walden awards the Master of Philosophy (MPhil) degree to recognize PhD students for academic achievement leading up to their dissertation. With an MPhil, students will be able to demonstrate to employers and others that they have an advanced knowledge base in their field of study as well as proficiency in research design and evaluation.

Students are eligible to apply for this credential while continuing their PhD program once they have completed:
   All required PhD core courses (or KAMs)
   All required PhD specialization courses (or KAMs)
   All required doctoral research and advanced research courses
   Program prospectus development course
   Residencies 1, 2, and 3

A minimum 3.0 GPA is mandatory.

The MPhil requires a minimum of 45 quarter credits. Maximum transfer of credit varies by program but is not to exceed 50% of the overall, or embedded, program requirements.

Doctoral Writing Assessment

Students who start or readmit to doctoral programs at Walden University in the university catalog for academic year 2017 or later will complete the university's required doctoral writing assessment. Designed to evaluate incoming doctoral students’ writing skills, this assessment aims to help prepare incoming doctoral students to meet the university’s expectations for writing at the doctoral level.

8-Year Maximum Time Frame
Students have up to 8 years to complete their doctoral degree requirements (see Enrollment Requirements). Students may petition to extend the 8-year maximum time frame, but an extension is not guaranteed.
College of Management and Human Potential

Undergraduate Certificate Programs

Undergraduate Certificate in Data Science

The Data Science certificate features a sequence of five courses totaling 25 credits. This valuable credential attests to specialized knowledge and skills that can be applied immediately across many industries that use data to make business decisions. The data science courses associated with this certificate were developed in partnership with IBM.

Note: This certificate is currently not available as a standalone offering. Students may complete the certificate requirements by way of program concentration or elective courses to earn this credential as a part of their undergraduate degree program.

Certificate Requirements

- 25 total quarter credits
- 2.5 quarters (7 months) to complete

Curriculum

- DSCI 2010 - Data Science Essentials
- DSCI 2020 - Storytelling With Data: Visualization and Communication
- DSCI 3030 - Data Mining and Analysis
- DSCI 3040 - Advanced Data Science Tools and Techniques
- STAT 3401 - Statistics for Data Analytics

Course Sequence

Students undertake courses in the following sequence.

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1*</td>
<td>DSCI 2010 - Data Science Essentials</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>STAT 3401 - Statistics for Data Analytics**</td>
<td>5 cr.</td>
</tr>
<tr>
<td>2</td>
<td>DSCI 2020 - Storytelling With Data: Visualization and Communication</td>
<td>5 cr.</td>
</tr>
</tbody>
</table>
### Bachelor's Degree Programs

**BS in Accounting**

This program is not currently accepting new students.

Students in the BS in Accounting program are provided with a comprehensive professional accounting knowledge base mapped to American Institute of Certified Public Accountants (AICPA) competencies in functional accounting and professional and ethical standards. In today's diverse, global, and technologically sophisticated accounting environment, these competencies are highly sought by employers. Through this program, students gain a practical knowledge of the principles, theories, concepts, and professional practices used in today's global accounting environment.

In core courses, students learn about professional accounting products, master the intricacies of developing those products, and explore how to interpret financial information to support business and organizational decision making. Students also master the digitization of accounting data and the technology that support international financial reporting.

Students can choose the Public Accountancy concentration or the General Program and then focus on gaining the knowledge required to become certified public accountants (CPAs)* or prepare for other professional certifications. By combining a solid foundation in accounting principles with the flexibility to choose career-focused coursework, the BS in Accounting program ensures students gain professionally relevant skills that can be directly applied in the working world.

The program is results-oriented and extends beyond theories and conceptual understanding to practical application. Learning outcomes are achieved through coursework completed in specific area requirements for general education, as well as through both lower- and upper-division content courses.

### Learning Outcomes

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>DSCI 3030 - Data Mining and Analysis</td>
<td>5 cr.</td>
</tr>
<tr>
<td>3</td>
<td>DSCI 3040 - Advanced Data Science Tools and Techniques</td>
<td>5 cr.</td>
</tr>
</tbody>
</table>

*Quarter 1 courses may need to be taken in reverse order, depending on availability.

**If completing certificate requirements within a Walden undergraduate degree, the following courses may fulfill the STAT 3401 requirement: PSYC 3002, STAT 2001, STAT 2002, or STAT 3001.
The BS in Accounting program provides students with a comprehensive understanding of accounting principles and practices, combining functional skills with a larger perspective of accounting’s role in business.

At the end of this program, students will:

- Apply problem-solving skills to multiple accounting situations, including those occurring in the international setting.
- Communicate effectively about accounting and business practices within the context of larger organizational frameworks.
- Access relevant accounting/financial guidance and apply it in their accounting practice.
- Demonstrate well-developed competency in their accounting techniques.
- Demonstrate collaborative skills across accounting and functional business areas.
- Analyze sources of organizational risk.
- Apply knowledge of the legal and regulatory environment in which the accounting profession operates.
- Apply ethical reasoning in their accounting practices.

Concentrations

- General Program
- Public Accountancy

Degree Requirements

181 total quarter credits
- General education courses (45 cr.)
- Core courses (106 cr.)
- Concentration courses (0–20 cr., depending on concentration)
- Electives (5–25 cr., depending on concentration)
- Capstone course (5 cr.)

Curriculum

General Education Courses (45 cr.)

See the general education section of this Walden University Catalog.

Note: A minimum of 55 quarter credits must be completed at the 3000 or 4000 level in order to meet program requirements. In some cases, this means that students will need to select 3000 or 4000 level courses as either general education or elective options.
Students should consult their student success advisor if they have questions about individual program requirements.

Core Courses (106 cr.)

- LDRS 1001 - Personal and Organizational Leadership
- ACCT 1004 - Fundamentals of Accounting
- ACCT 2002 - Managerial Accounting: Introduction to Financial Planning and Analysis
- ACCT 2004 - Financial Accounting
- ACCT 3001 - Intermediate Accounting I
- ACCT 3002 - Auditing and Internal Controls
- ACCT 3003 - Intermediate Accounting II
- ACCT 3004 - Intermediate Accounting III
- ACCT 3005 - Intermediate Accounting IV
- ACCT 3006 - Accounting Information Systems
- ACCT 4001 - Government and Nonprofit Accounting
- ACCT 4002 - Advanced Financial Accounting I
- ACCT 4005 - Federal Taxation I: Individual Taxation
- BUSI 1002 - Introduction to Management
- BUSI 2001 - Business Law
- BUSI 3002 - Ethical Leadership
- COMM 4101 - Organizational Communication
- ECON 1002 - Microeconomics
- FNCE 3001 - Financial Management
- MRKT 3001 - Marketing
- STAT 2002 - Business Statistics

Concentration Courses (0–20 cr.)

These courses are dependent upon the particular concentration. Please see the course list on each concentration page.

Electives (5–25 cr.)

Electives are dependent upon the particular concentration. Please see the elective requirements on each concentration page.

Capstone Course (5 cr.)

These courses are dependent upon the particular concentration. Please see the course list on each concentration page.

Accreditation
Walden’s BS in Accounting program is accredited by ACBSP and has earned the organization's Specialized Accounting Accreditation. ACBSP is a leading specialized accreditation association that identifies and supports excellence in business education.

Note on Licensure

Most states require individuals to complete 150 semester (225 quarter) hours in certain subject areas in order to be eligible to sit for the Certified Public Accountant (CPA) exam and/or obtain a CPA license. Walden's accounting programs can help graduates progress toward meeting those requirements. The BS in Accounting offers 120 quarter (80 semester) credit hours that include upper-level courses in topics such as financial accounting, auditing, taxation, and management accounting. The MS in Accounting program offers 30 semester (45 quarter) credit hours, while the MBA Accounting specialization offers nine semester (13.5 quarter) credit hours. These programs include graduate courses in topics such as financial accounting, managerial accounting, and legal and ethical accounting practices. This will require students to complete additional coursework to meet state requirements.

In each state, there are specific policies that must be followed when an individual is seeking to become a licensed accountant. Some states will not allow individuals who complete the Walden accounting programs to sit for the CPA licensing exams due to state-specific issues such as professional accreditation or face-to-face instruction. For information on the educational requirements for your state, refer to the state's Board of Accountancy or related agency.

Walden enrollment specialists can provide guidance about accountant licensure; however, it remains the responsibility of the individual enrolling in the program to read, understand, and comply with the licensure requirements in the state where he or she resides. Additionally, prospective students are advised if they choose to relocate to carefully review, evaluate, and understand the requirements of the applicable licensure board in the state in which they intend to relocate.

Walden University can make no representation, warranty, guarantee, or commitment that successful completion of a Walden program, or coursework for credit within a program, will make a graduate eligible to sit for a licensure exam or to obtain state licensure.

BS in Business Administration

The BS in Business Administration program equips students with an array of highly marketable skills, preparing them for key roles across all types and sizes of business organizations.
Students can choose from nine concentrations, each designed to meet the real demands of today's job marketplace. This program emphasizes collaboration and international application of business practices. Students can interact and network with esteemed faculty who are active business leaders and practitioners from a wide range of industries.

Note: The BS in Business Administration program is offered in two different learning modalities: the course-based modality and the competency-based modality, Tempo Learning®.

Learning Outcomes

At the end of this program, students will be able to:

Demonstrate proficiency in the fundamental business principles and practices that enable firms to operate in both domestic and global environments.
Employ critical-thinking and analysis skills to solve business problems in a real-world context.
Analyze ethical issues that impact business decisions from economic, political, legal, and social perspectives.
Describe the ways in which diversity influences a company's ability to achieve its goals.
Evaluate the application of technology as a strategy for competitive advantage in business.
Conduct basic research using scholarly sources to acquire new knowledge in the business domain.

For more data on BS in Business Administration Learning Outcomes and results of the Student Satisfaction Surveys, see the CMT Data Page.

Competency-Based Education

In addition to the course-based option described below, students can choose to earn their BS in Business Administration through the competency-based education modality. Upon successful completion of program requirements, students will earn the same Walden degree in either modality. See the BS in Business Administration (Competency Based) page for program details.

Course-Based Program

Concentrations
General
Accounting
Data Science
Finance
Healthcare Management
Human Resource Management
Information Systems
Management
Marketing
Small Business Management

Degree Requirements

181 total quarter credit hours
General education courses (45 cr.)
Business courses (61 cr.)
Concentration courses (0–15 cr., depending on concentration)
Elective courses (55–70 cr., depending on concentration)
Capstone course (5 cr.)

Curriculum

General Education Courses (45 cr.)

See the general education section of this Walden University Catalog.

Note: A minimum of 60 quarter credits must be completed at the 3000 or 4000 level in order to meet program requirements. In some cases, this means that students will need to select 3000 or 4000 level courses as either general education or elective options. Students should consult their student success advisor if they have questions about individual program requirements.

Business Courses (61 cr.)

ACCT 1004 - Fundamentals of Accounting
BUSI 1002 - Introduction to Management
BUSI 2001 - Business Law
BUSI 3010 - Operations Management
DSCI 2010 - Data Science Essentials
ECON 1002 - Microeconomics
FNCE 3001 - Financial Management
HRMG 3001 - Human Resource Management
ISYS 3001 - Information Systems in Enterprise
LDRS 1001 - Personal and Organizational Leadership
MRKT 3001 - Marketing
STAT 2002 - Business Statistics

Electives (55–70 cr.)

Electives are dependent upon the particular concentration. Please see the elective requirements on each concentration page.

Concentration Courses (0–15 cr.)

These courses are dependent upon the particular concentration. Please see the course list on each concentration page.

Capstone Course (5 cr.)

BUSI 4900 - Capstone: Strategic Business Management

Accreditation

Walden University’s BS in Business Administration program is accredited by the Accreditation Council for Business Schools and Programs (ACBSP). ACBSP is a leading specialized accreditation association that identifies and supports excellence in business education.

BS in Business Administration (Competency Based)

Tempo Learning® is Walden’s competency-based education modality, an alternative way of earning a Walden degree offered for some Walden programs. Instead of courses, the Walden Tempo Learning® program is comprised of competencies and rigorous assessments. Students progress through the Tempo Learning® model by successfully passing competency assessments. A student must successfully achieve or master all competency assessments to graduate from the program.

Students earn the same Walden degree whether they choose the course-based or the competency-based modality.

Concentrations

Accelerate Into Master’s (AIM)

Degree Requirements

181 total quarter credit hours
General education courses (45 cr.)
Core competencies (61 cr.) or
   AIM core competencies (66 cr.)
Elective courses (70 cr.) or
   AIM elective courses (65 cr.)
Capstone competency (5 cr.)

Curriculum

General Education Courses (45 cr.)

See the general education section of this *Walden University Catalog*.

Note: A minimum of 60 quarter credits must be completed at the 3000 or 4000 level in order to meet program requirements. In some cases, this means that students will need to select 3000 or 4000 level courses as either general education or elective options. Students should consult their student success advisor if they have questions about individual program requirements.

Core Competencies (61 cr.)

**ACCT 1004 - Fundamentals of Accounting**

**FA1001 The Role of Accounting and Financial Information in Business and Society**
   Identify the authoritative and rule-making process of accounting.

**FA1002 The Accounting Cycle: Original Entries to Post-Closing Trial Balance**
   Apply the accounting process to basic financial statements.

**FA1003 Financial Statement and Quality Information Assessment**
   Evaluate the quality of information reported in financial statements.

**BUSI 1002 - Introduction to Management**

**MA1001 The Role of Managers and Leaders**
   Describe the effects of managerial and leadership roles and approaches on employees and on diverse organizations.

**MA1002 Decision Making and Motivation**
   Explain techniques, tools, and methods of managerial decision making and employee motivation.

**MA1003 Ethical Leadership and Management**
   Identify the impact of ethics on managerial practices in a diverse organization.

**BUSI 2001 - Business Law**
BU2001 Foundations of the Law, Court Systems, and Procedures
Explain the foundations of law and court systems in a business context.

BU2002 Types of Business Law
Apply business law and legal research to business practices, including social change initiatives.

BU2003 Legal Structures in Business
Apply concepts regarding types of legal structures to business scenarios.

BUSI 3010 - Operations Management

OP3001 Operations, Supply Chain, and Cross-Functional Decision Making
Illustrate supply chain and operations management concepts and practices in organizations.

OP3002 Product Flow and Product-Process Strategy
Employ product flow processes and product-process strategies for an organization.

OP3003 Lean Thinking and Lean Systems in Operations
Explain the impact of lean systems on organizational culture, sustainability, and positive social change.

OP3004 Quality Management
Analyze criteria for quality management practices and product/service quality.

DSCI 2010 - Data Science Essentials

DS2001 Data Science in the Business World
Explain the role of data science in business and organizational contexts.

DS2002 Using Data Science Frameworks to Solve Business Problems
Apply a data science framework to a business problem.

DS2003 Ethics and Security in Data Science
Describe ethical and security practices for data scientists.

ECON 1002 - Microeconomics

MS1001 Economic Decision Making
Apply basic economic principles to decision making.

MS1002 Supply and Demand
Explain the foundations and determinants of supply and demand models and the price adjustment mechanism that allows markets to reach equilibrium.

MS1003 Industry Structure and Strategy
Explain industry structure and competitive dynamics affecting firm behavior and profitability.

MS1004 Role of Government and Global Markets
Explain the effects of globalization and government policies on business operations and strategy.
FNCE 3001 - Financial Management

FN3001 Understanding Financial Management and Financial Statements
Relate the importance of financial markets and financial results to ethical business practices.

FN3002 Time Value of Money and Capital Budgeting
Apply time value of money and capital budgeting methods to financial problems.

FN3003 Stocks and Bonds
Explain features of stocks and bonds and their value within the financial marketplace.

FN3004 Investment Returns and Risk Premiums
Explain arithmetic returns, geometric returns, and their relationship to risk premiums.

HRMG 3001 - Human Resource Management

RA3001 Human Resource as a Strategic Partner
Explain the role of the human resources function as a strategic business partner in organizations.

RA3002 Equal Employment Opportunity Practices and Policies
Analyze human resources practices that impact equal employment opportunities.

RA3003 Human Resources and Talent Management Leadership Functions and Performance
Illustrate human resource tools, methods, and strategies for managing the talent pipeline in a changing organization.

RA3004 Human Resources as a Social Change Agent
Explain the role of human resources in creating positive social change.

ISYS 3001 - Information Systems in Enterprise

IS3001 Information Technology (IT) and the Organization
Identify aspects of information technology and their functions in organizations.

IS3002 Major E-Commerce Business Models
Analyze major e-commerce business models and key components of their information technology infrastructure.

IS3003 Technological Trends
Analyze emerging trends and technologies that enable innovation.

IS3004 Societal Impact of Information Systems
Analyze the impact of ethical and security-related IT practices on society.

IS3005 Organizational Competitiveness and IT
Analyze an organization’s competitiveness within its industry.

LDRS 1001 - Personal and Organizational Leadership
PO1001 Personal Leadership Development
Analyze personal leadership and personal responsibility in leadership development.

PO1002 Team and Organizational Development
Explain the importance of leadership in developing teams and organizations.

PO1003 Ethical Leadership, Social Responsibility, and Positive Social Change
Apply ethical and socially responsible leadership practices to promote positive social change.

MRKT 3001 - Marketing
MK3001 The Role of Marketing
Analyze the role of marketing in building and establishing relationships with users of products and services.

MK3002 Situational and SWOT Analyses
Analyze the attractiveness of a market opportunity for an organization.

MK3003 Markets and Market Development: The Four Ps
Identify best practices related to marketing mix variables for a new product or service across product life.

MK3004 Analyzing the Effectiveness of Marketing
Analyze the effectiveness of digital marketing, sustainability, and social responsibility strategies for an organization.

STAT 2002 - Business Statistics
BS2001 Probability Theory
Use probability theory to predict outcomes.

BS2002 Statistical Analysis in Decision Making
Analyze descriptive statistics and inferential statistical techniques to make business decisions.

BS2003 Statistical Process Control in Decision Making
Explain the use of statistical process control in business decision making.

Electives (70 cr.)

Students are to select 14 additional courses to fulfill the elective requirement. Students may choose courses from either general education courses, BS in Business Administration courses, or courses from any of Walden’s bachelor’s degree programs. At least 30 credits must be at the 3000 level or higher. Individual course prerequisites apply.

Capstone Competency (5 cr.)
BUSI 4900 - Capstone: Strategic Business Management
SB4001 Global Business Strategy Development and Execution
Synthesize multidisciplinary strategic approaches for building sustainable competitive advantage in a global environment.

Note on Curriculum

In an effort to ensure competencies are kept up to date and relevant to meet the learning outcomes of the program, the number and subject matter of individual competencies needed to satisfy program course requirements may change. However, program outcomes and the number and subject matter of courses will not be impacted. As a result, the required competencies listed in a student’s individual learning plan may differ from what is currently listed in the catalog.

BS in Business Communication

This program is no longer accepting new students. Current students must complete their programs of study in accordance with Walden’s Time-to-Degree Completion policies.

Students in the BS in Business Communication program are prepared to meet the growing demand for professionals who can create effective business strategies and communicate them effectively to colleagues, customers, and other key audiences. Through a multidisciplinary curriculum, students learn strategic communication skills while exploring the fundamentals of business and the dynamics of organizations. Topics in this program include social media; interpersonal, oral, and written communications; emerging media and new technologies; human resources; leadership; and organizational management.

Learning Outcomes

Graduates of the program will be prepared to:

- Use fundamental business principles and practices to solve business problems in a real-world context.
- Demonstrate an awareness of their own values, dispositions, and communication styles through their personal and professional communication.
- Apply technology to enable digital communication in professional settings.
- Demonstrate economic, political, legal, ethical, and socially aware strategies in their communications with both local and global audiences.
- Utilize a systems perspective to optimize organizational, community, and global communication.
- Employ critical-thinking skills in selecting communication strategies that are appropriate considering the diversity of the audience.
- Examine communication strategies necessary to promote social change.
Degree Requirements

181 total quarter credits
General education courses (46 cr.)
Core courses (60 cr.)
Elective courses (70 cr.)
Capstone course (5 cr.)

Curriculum

General Education Courses (46 cr.)

See the general education section of this Walden University Catalog.

Note: A minimum of 55 quarter credits must be completed at the 3000 or 4000 level in order to meet program requirements. In some cases, this means that students will need to select 3000 or 4000 level courses as either general education or elective options. Students should consult their student success advisor if they have questions about individual program requirements.

Core Courses (60 cr.)

BUSI 1002 - Introduction to Management
HRMG 3001 - Human Resource Management
MRKT 3001 - Marketing
COMM 3001 - Applied Interpersonal Communication
COMM 2003 - Writing for the Digital Age
MEDC 3001 - Communicating Through Media and Technology
PREL 3001 - Principles of Public Relations
COMM 4101 - Organizational Communication
PREL 4103 - Crisis Communications
MRKT 4511 - Marketing Communications
COMM 4001 - Intercultural Communication
MRKT 4512 - International Marketing Communications

Electives (70 cr.)

Students are to select 14 additional courses to fulfill the elective requirement. Students may choose courses from either general education courses, BS in Business Communication concentration courses, BS in Business Administration courses, courses from any of Walden’s bachelor’s degree programs, or Accelerate Into Master’s (AIM) courses. Individual course prerequisites apply. These elective credits are in addition to the five-credit general education elective.
Note on Minors: Electives can also be used to complete a six-course minor.


Capstone Course (5 cr.)

COMM 4901 - Communication Capstone

Note on Accreditation

At the bachelor’s level, Walden University’s BS in Business Administration and BS in Accounting are the only programs accredited by the Accreditation Council for Business Schools and Programs (ACBSP). The BS in Business Communication is not accredited by the ACBSP. Please visit our Accreditation page to see the list of Walden accreditations.

BS in Computer Information Systems

This program is not currently accepting new students.

The BS in Computer Information Systems addresses a growing need in the marketplace for professionals who can bridge the gap between information technology and the organizations and people who depend upon it.

Graduates of the BS in Computer Information Systems program will have a cross-disciplinary set of skills and knowledge that will allow them to work with business and other stakeholders to define information processing needs. They will be able to map those requirements onto the building blocks provided by an ever-changing set of technologies. They also will have a strong set of process skills enabling them to carry out these tasks in a reliable and collaborative fashion.

On top of a core set of business and information systems skills, each BS in Computer Information Systems student will gain more specialized skills in a variety of areas. Concentration options focus on the positive impact information systems can have on people and society, in areas such as security, usability, and collaboration.

Learning Outcomes

At the end of this program, students will be able to:

- Apply the fundamental concepts of computing and mathematics to organizational and societal priorities.
- Apply business and system analysis methods to identify and define the computing requirements of organizations.
Design, implement, and evaluate a computer-based system or program that meets the needs of organizational stakeholders.

Work collaboratively with others to implement new process and systems in an organization.

Demonstrate knowledge of the ethical, legal, security, and social dimensions of their work.

Communicate effectively with information system stakeholders.

Analyze the impact of information system solutions on individuals, organizations, and global society.

Create a professional development plan based on recognition of its need and value.

Apply current techniques and tools to manage information systems projects.

Demonstrate knowledge of processes that support the delivery and management of information systems within a business environment.

Program Educational Objectives (PEOs)

Develop information systems solutions to meet the needs of employers and communities in a global society.

Collaborate effectively with a variety of stakeholders to meet user needs.

Be employed in progressively more responsible positions in the information systems field.

Demonstrate ethical behavior as information system professionals.

Demonstrate sensitivity to the impact of technology on the individual, the organization, and society as an information system professional.

Maintain up-to-date knowledge in the world of information systems and information systems-related business practices.

Concentrations

General Program
Cyber Security for Information Systems
Information Systems Management
Web and Mobile Applications Design

Degree Requirements

181 total quarter credits
General education (45 cr.)
Core courses (61 cr.)
Concentration courses (5–25 cr., depending on concentration)
Elective courses (45–65 cr., depending on concentration)
Capstone course (5 cr.)

Curriculum

General Education Courses (45 cr.)

See the general education section of this *Walden University Catalog*.

Note: A minimum of 55 quarter credits must be completed at the 3000 or 4000 level in order to meet program requirements. In some cases, this means that students will need to select 3000 or 4000 level courses as either general education or elective options. Students should consult their student success advisor if they have questions about individual program requirements.

Core Courses (61 cr.)

Business Courses (31 cr.)

- LDRS 1001 - Personal and Organizational Leadership
- ACCT 1004 - Fundamentals of Accounting
- BUSI 1002 - Introduction to Management
- BUSI 3010 - Operations Management
- ISYS 3001 - Information Systems in Enterprise
- STAT 3001 - Statistical Methods and Applications

Computer Information Systems Courses (30 cr.)

- CMIS 2001 - Internet Computing
- ITEC 1005 - The Profession and Practice of Information Technology
- ITEC 2040 - Systems Analysis
- ITEC 2050 - Systems Design
- ITEC 2060 - Database Management Systems
- ITEC 2055 - Technical Problem-Solving and Project Management

Concentration Courses (5–25 cr.)

These courses are dependent upon the particular concentration. Please see the course list on each concentration page.

Electives (45–65 cr.)

Students are to select 9–13 additional courses, depending on whether they select the General Program option or a concentration, to fulfill the elective requirement. Students
may choose courses from either general education courses, BS in Computer Information Systems concentration courses, courses from any of Walden's bachelor's degree programs, or Accelerate Into Master's (AIM) courses. Individual course prerequisites apply. Each concentration has a minimum number of elective courses that must be taken at the upper level. See individual concentration pages for more information.

Note on Minors: Electives can also be used to complete a six-course minor.

Capstone Course (5 cr.)

CMIS 4999 - IS Capstone Project

BS in Healthcare Management

The BS in Healthcare Management prepares students to effectively direct, manage, and evaluate health services, organizations, and programs within a variety of settings, such as hospitals, clinics, nursing and retirement communities, physician's offices, corporations, and nonprofit organizations. Students gain skills and competencies necessary to effectively lead healthcare organizations in the 21st century and to improve the quality, safety, and delivery of health services. Because of the evolving U.S. health system, the aging population, and the projected shortage of healthcare professionals, there is a growing need for healthcare administrators. Demand and opportunity for those with even bachelor's-level training will crescendo over the next decade.

Note: The BS in Healthcare Management program is offered in two different learning modalities: the course-based modality and the competency-based modality, Tempo Learning®.

Learning Outcomes

Roman numerals in parentheses at the end of each learning outcome indicate alignment to the Walden University outcomes.

At the end of this program, students will be able to:

- Critically appraise the context and quality of health care delivery inside and outside of the United States. (I, IV, V, VI, VIII, IX)
- Evaluate health-related research and research methods. (V, VI)
- Analyze how population health impacts health care (including behavioral, demographic, and cultural factors). (IV, V, VI)
- Explain how different factors impact the delivery of healthcare services (including technology, legal, and ethical factors). (IV, V, VII)
Evaluate the inter-professional approach to health care delivery. (II, VIII)
Articulate critical issues in acute and long-term care from the perspective of patient and practitioner. (IV, V, VI, VII, VIII, IX)
Analyze evidence based factors that impact a health care organization's performance, quality, and safety. (II, IV, V, VI)
Apply foundational healthcare economic evaluation and financial management skills. (II, IV, V, VI)
Apply strategic planning methods to healthcare organizations (including planning, implementing, and marketing). (II, III, IV, V, VI)
Evaluate human resource methods of managing healthcare employees. (II, IV, V, VI, VII, IX)
Demonstrate an understanding of healthcare financial issues (including insurance, reimbursement, and prospective payment). (II, IV, V, VI)

Competency-Based Education

In addition to the course-based option described below, students can choose to earn their BS in Healthcare Management through the competency-based education modality. Upon successful completion of program requirements, students will earn the same Walden degree in either modality. See the BS in Healthcare Management (Competency Based) page for program details.

Course-Based Program

Degree Requirements

181 total quarter credits
General Education courses (46 cr.)
Core courses (85 cr.)
Elective courses (45 cr.)
Capstone course (5 cr.)

Curriculum

General Education Courses (46 cr.)

See the general education section of this Walden University Catalog.

Note: A minimum of 60 quarter credits must be completed at the 3000 or 4000 level in order to meet program requirements. In some cases, this means that students will need to select 3000- or 4000-level courses as either general education or elective options.
Students should consult their student success advisor if they have questions about individual program requirements.

First Term Course (6 cr.)

HMNT 1001 - Living and Learning in the Technological World

Core Courses (85 cr.)

ACCT 1004 - Fundamentals of Accounting
HLTH 1000 - Concepts of Health Promotion
HLTH 1005 - Context of Healthcare Delivery
OR
MMHA 5050 - U.S. Healthcare Delivery System

HLTH 2110 - Behavioral and Cultural Issues in Healthcare
HLTH 2120 - Health Informatics
HLTH 3100 - Ethical and Legal Issues in Healthcare
OR
MMHA 5300 - Law, Ethics, and Policy in Healthcare Administration

HLTH 3105 - Interprofessional Teamwork in Healthcare
HLTH 3110 - Current Issues in Healthcare Policy and Practice
HLTH 3510 - Health Insurance and Reimbursement
HLTH 4000 - Introduction to Healthcare Management
HLTH 4100 - Healthcare Organization Theory and Behavior
HLTH 4110 - Healthcare Quality and Safety
OR
MMHA 5900 - Healthcare Quality Management

HLTH 4115 - Strategic Planning and Marketing in Healthcare
HLTH 4121 - Human Resource Management in Healthcare
OR
MMHA 5500 - Human Resource Management and Organizational Development and Leadership for Healthcare Administrators

HLTH 4205 - Introduction to Research Methods and Analysis
HLTH 4520 - Healthcare Finance
HLTH 4530 - Healthcare Economics From a Population Health Perspective

Electives (45 cr.)

Choose eight courses from general education, BS in Health Studies, or other Walden bachelor’s degree programs. Elective credits should total 45 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements.

Note on Minors: Electives can also be used to complete a six-course minor.
Note: RN-BSN courses are not available to students outside the RN-BSN program.

Capstone Course (5 cr.)

HLTH 4900 - Capstone

BS in Information Technology

This program is not currently accepting new students.

The BS in Information Technology (IT) program integrates expertise in the information technology and business fields. It is designed to help students form a solid foundation for long-term career growth and success in today’s global, IT-driven environment.

This degree program will help equip students with the technical skills they need to succeed in the field, while providing a strong understanding of key managerial and organizational concepts.

Through hands-on lab activities, students will have the opportunity to collaborate with cross-functional teams and problem-solve real-world challenges. Students will also gain the added advantage of joining Walden’s diverse learning community—an experience that helps uniquely position them to work in the multicultural, interdisciplinary teams typical of today’s global, IT-driven economy.

Learning Outcomes

At the end of this program, students will be able to:

- Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions.
- Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.
- Communicate effectively in a variety of professional contexts.
- Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.
- Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.
- Identify and analyze user needs and to take them into account in the selection, creation, integration, evaluation, and administration of computing-based systems.
- Evaluate the positive social change impacts of information technology on individuals, organizations, and society.

Program Educational Objectives (PEOs)
Develop IT solutions to meet the needs of employers and communities in a global society.
Implement IT projects to satisfy business needs within time, budget, and quality constraints.
Collaborate effectively with a variety of stakeholders to meet user needs.
Be employed in progressively more responsible positions in the IT field.
Demonstrate ethical behavior as IT professionals.
Demonstrate sensitivity to the impact of technology on the individual, the organization, and society as an IT professional.
Maintain up-to-date knowledge in the world of IT and IT-related business practice.

Concentrations

Students must complete one of the following concentrations. For each concentration, all listed courses are required for the concentration.

- Cybersecurity
- Database Administration
- Network Administration
- Web and Mobile Applications Development
- Self-Designed

Degree Requirements

- 181 total quarter credits
- General education courses (45 cr.)
- Core courses (96 cr.)
- Concentration courses (20 cr.)
- Elective courses (15 cr.)
- Capstone courses (5 cr.)

Curriculum

General Education Courses (45 cr.)

See the general education section of this *Walden University Catalog*.

*Note:* A minimum of 55 quarter credits must be completed at the 3000 or 4000 level in order to meet program requirements. In some cases, this means that students will need to select 3000 or 4000 level courses as either general education or elective options. Students should consult their student success advisor if they have questions about individual program requirements.
Core Courses (96 cr.)

- LDRS 1001 - Personal and Organizational Leadership
- ITEC 1005 - The Profession and Practice of Information Technology
- ITEC 1015 - Introduction to Computer Systems
- ITEC 1020 - Networking Fundamentals
- ITEC 1030 - Introduction to Programming
- ITEC 2010 - Data Structures
- ITEC 2030 - Platform Technologies and Operating Systems
- ITEC 2040 - Systems Analysis
- ITEC 2050 - Systems Design
- ITEC 2055 - Technical Problem-Solving and Project Management
- ITEC 2025 - Discrete Structures
- ITEC 2060 - Database Management Systems
- ITEC 2070 - User Experience Design
- ITEC 2080 - Web Programming
- ITEC 3010 - Web and Mobile Technologies
- ITEC 3020 - Information Assurance and Security
- ITEC 4010 - Network Administration
- ITEC 4030 - Systems Integration
- STAT 3401 - Statistics for Data Analytics

Concentration Courses (20 cr.)

These courses are dependent upon the particular concentration. Please see the course list on each concentration page.

Electives (15 cr.)

Students are to select three additional courses to fulfill the elective requirement. Students may choose courses from either general education courses, BS in Information Technology concentration courses, courses from any of Walden's bachelor's degree programs, or Accelerate Into Master's (AIM) courses. Individual course prerequisites apply. These 15 credits of electives are in addition to the 5-credit general education elective.

Note on Minors: Electives can also be used to complete a six-course minor. Although this program requires fewer than six elective courses, students have the option to complete a minor and graduate with more than the required number of credits for this program.

Capstone Courses (5 cr.)

- ITEC 4999 - IT Capstone Project

Accreditation
Walden's BS in Information Technology program is accredited by the Computing Accreditation Commission of ABET, https://www.abet.org/. ABET is the internationally recognized accreditor for college and university programs in applied science, computing, engineering, and engineering technology. This accreditation reaffirms the quality of Walden’s technology and applied science programs and support services, as well as its commitment to continuous assessment and improvement.

Program of Distinction

As a further mark of quality, Walden University has been designated by the National Security Agency (NSA) and the Department of Homeland Security (DHS) as a National Center of Academic Excellence in Cyber Defense Education for the BS in Information Technology Cybersecurity concentration.

For cybersecurity resources, please visit our Center for Cybersecurity Education.

Other Undergraduate Options

**Accelerate Into Master's (AIM)**

Accelerate Into Master's (AIM) Programs

Walden University offers opportunities for undergraduate students to accelerate time to the completion of a master’s degree. This option, called Accelerate Into Master’s (AIM), allows undergraduate students to complete graduate-level courses, upon approval of their advisor, that will fulfill the requirements for their undergraduate program as well as graduate requirements for a future master’s program.

When undergraduate students attempt a 5000-level course, they may earn a "C" in the graduate-level course but only a grade of "B" or better will carry over to the graduate program. Students who receive a "C" grade will be awarded a grade of "C,”* which will permit the grade to be used toward the undergraduate-level requirement but not toward the master's-level requirement. Students who do not pass their AIM class are not permitted to continue taking 5000-level courses. Later admission to the master's program requires that students must take that course as a master's student.

Requirements

Walden University offers several opportunities for undergraduate students in certain programs to accelerate time to completion in certain master’s degree programs.

Individual programs may determine the specific eligible AIM courses and some programs may limit the number of courses available. Generally, AIM coursework should not account for more than approximately 50% of the credits needed for master's degree completion. Practicum or Capstone requirements for the master's program are not eligible to be satisfied by AIM coursework.
To be eligible to begin AIM courses, students must:

a. Have an overall GPA equal to that required for admission to the associated master's degree. BS AIM track students must maintain a 2.5 GPA and have a transfer GPA of at least 2.5 (if transferring credits).

b. Have completed a minimum of 90 credits and any specific core requirements associated with their bachelor's program listed below. (Individual programs may determine additional prerequisites.) BS in Psychology AIM track students do not need to meet this requirement.

c. Be in good financial standing.

d. Not have any incompletes.

AIM courses are (5000-level) graduate courses.

a. Tuition for these courses is charged at the undergraduate rate for the course-based learning format. For Tempo Learning® these courses are included in the program's subscription cost.

b. Courses taken as an undergraduate count as fulfilling undergraduate degree requirements.

c. Grades for graduate courses taken as an undergraduate are incorporated into the undergraduate GPA only.

Students must get a "B" or better in each course to have that course applied to the master's program.

Students who do not earn a grade of "C" or better will not be allowed to take any more 5000-level courses. Later admission to the master's program requires that the student must take that course as a master's student. BS in Psychology AIM track students may retake an AIM course a second time if they failed the first time; they must earn a grade of "C" or better the second time in order to stay in the AIM track program.

Students are expected to maintain the undergraduate GPA expected for admission to the associated master's program. Falling below this GPA prevents the student from taking any additional graduate courses as an undergraduate student.

Upon completion of the undergraduate program requirements, students should file an Intent to Graduate Form.
Students who complete these courses successfully are not required to pursue the master's degree and/or may defer enrollment to a future date. Transfer of credit policies, including those related to expiration, would apply.

Taking AIM courses does not guarantee admission into a master’s program. Upon admission to the master’s program, all AIM graduate courses completed with a "B" or better are applied to graduate program. The graduate GPA is calculated based only on those graduate courses taken as a graduate student.

Institutional coursework expires within 10 years unless otherwise notated by the individual academic unit or program.

Undergraduate students may complete AIM courses to fulfill elective credits, as course substitutions approved by the program director, or they may elect a second concentration within their program of study that is designed for AIM completion. Students are encouraged to consult with Student Success Advising (if in the course-based learning format) or their Academic Coaching (if in the Tempo Learning® format) on the most appropriate plan for their program and academic goals, such as their future master's program and time to completion.

*Note: Graduate students cannot register for AIM courses.

AIM Program Chart*

<table>
<thead>
<tr>
<th>Master's Program</th>
<th>Eligible Courses (specific course availability may differ within the Tempo Learning® format)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Richard W. Riley College of Education and Human Services</td>
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<tr>
<td><strong>MS in Health Education and Promotion</strong></td>
<td><strong>HLTH 5005 - Perspectives on Health and the Developing Professional</strong>*</td>
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<td></td>
<td><strong>HLTH 5110 - Exploring Health Education in the 21st Century</strong></td>
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<td><strong>HLTH 5205 - Assessing Community Needs for Health Education</strong></td>
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<td><strong>HLTH 5412 - Health Education and Communication Strategies</strong> **</td>
</tr>
<tr>
<td><strong>Choose up to four courses.</strong></td>
<td><em>This course MUST be taken first.</em></td>
</tr>
<tr>
<td><strong>Note: These courses are 11 weeks in length.</strong></td>
<td><strong>HLTH 5005, HLTH 5110, and HLTH 5205 must be taken before HLTH 5412.</strong></td>
</tr>
<tr>
<td>Master's Program</td>
<td>Eligible Courses</td>
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<tr>
<td><strong>MS in Developmental Psychology</strong></td>
<td><strong>DPSY 5111</strong> - Themes and Theories of Developmental Psychology</td>
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<td><strong>DPSY 5218</strong> - Gender and Human Development</td>
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<td></td>
<td><strong>DPSY 5121</strong> - Development in the Digital Age</td>
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<td></td>
<td><strong>PSYC 5215</strong> - Lifespan Development</td>
</tr>
<tr>
<td><strong>Students may select up to four of these courses. Individual course prerequisites apply.</strong></td>
<td><strong>Note:</strong> These courses are 11 weeks in length.</td>
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<tr>
<td><strong>PSYC 5215</strong> - Themes and Theories of Psychology ◇</td>
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<tr>
<td><strong>PSYC 5215</strong> - Lifespan Development</td>
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<tr>
<td><strong>PSYC 5225</strong> - Biopsychology ◇</td>
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<tr>
<td><strong>PSYC 5701</strong> - Culture and Psychology</td>
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<td><strong>PSYC 5781</strong> - Psychopathology From a Clinical Perspective</td>
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<td><strong>Applied Psychology</strong></td>
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<tr>
<td><strong>Digital Psychology</strong></td>
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<tr>
<td><strong>PSYC 5121</strong> - Development in the Digital Age ◇</td>
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<tr>
<td><strong>PSYC 5123</strong> - Personal and Social Life in the Digital World ◇</td>
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<tr>
<td><strong>PSYC 5122</strong> - Understanding Digital Data in the Changing Economic Landscape ◇</td>
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<tr>
<td><strong>PSYC 5215</strong> - Lifespan Development</td>
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<tr>
<td><strong>PSYC 5100</strong> - Themes and Theories of Psychology ◇</td>
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<tr>
<td><strong>Educational Psychology</strong></td>
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<tr>
<td><strong>PSYC 5100</strong> - Themes and Theories of Psychology ◇</td>
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<tr>
<td><strong>PSYC 5131</strong> - Theories of Learning ◇</td>
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<tr>
<td><strong>PSYC 5215</strong> - Lifespan Development</td>
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<tr>
<td><strong>PSYC 5701</strong> - Culture and Psychology</td>
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<tr>
<td><strong>PSYC 5765</strong> - Educational Psychology</td>
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<tr>
<td>Master's Program</td>
<td>Eligible Courses (specific course availability may differ within the Tempo Learning® format)</td>
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<tr>
<td>General Psychology</td>
<td>PSYC 5100 - Themes and Theories of Psychology ●&lt;br&gt;PSYC 5215 - Lifespan Development&lt;br&gt;PSYC 5220 - Psychology of Personality&lt;br&gt;PSYC 5245 - Social Psychology&lt;br&gt;PSYC 5701 - Culture and Psychology</td>
</tr>
<tr>
<td>Health Psychology</td>
<td>PSYC 5100 - Themes and Theories of Psychology ●&lt;br&gt;PSYC 5215 - Lifespan Development&lt;br&gt;PSYC 5242 - Changing Health Behavior: Theory and Practice ●&lt;br&gt;PSYC 5701 - Culture and Psychology&lt;br&gt;PSYC 5745 - Health Psychology</td>
</tr>
<tr>
<td>Social Psychology</td>
<td>PSYC 5100 - Themes and Theories of Psychology ●&lt;br&gt;PSYC 5215 - Lifespan Development&lt;br&gt;PSYC 5245 - Social Psychology&lt;br&gt;PSYC 5296 - Social Cognition and Attitudes ●&lt;br&gt;PSYC 5701 - Culture and Psychology</td>
</tr>
<tr>
<td>Self-Designed</td>
<td>PSYC 5100 - Themes and Theories of Psychology ●&lt;br&gt;PSYC 5215 - Lifespan Development&lt;br&gt;PSYC 5245 - Social Psychology&lt;br&gt;PSYC 5701 - Culture and Psychology</td>
</tr>
</tbody>
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College of Health Sciences and Public Policy

<p>| Master of Public Administration (MPA) | MMPA 5200 - Principles of Public Administration&lt;br&gt;MMPA 5405 - Ethics and Social Justice |</p>
<table>
<thead>
<tr>
<th>Master's Program</th>
<th>Eligible Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students may select up to five of these courses. Individual course prerequisites apply. Note: These courses are 11 weeks in length.</td>
<td>MMPA 5420 - Organizational Management and Leadership</td>
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<tr>
<td></td>
<td>MMPA 5431 - Finance and Budgeting for the Public Sector</td>
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<tr>
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<td>MMPA 5435 - Human Resource Management: Building a Capable Workforce</td>
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<td>MMPA 5451 - Public Policy Analysis</td>
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<td></td>
<td>MMPA 5480 - Applied Research and Evaluation Methods</td>
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<tr>
<th>MS in Nonprofit Management and Leadership</th>
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<tbody>
<tr>
<td>Students may select up to five of these courses. Individual course prerequisites apply. Note: These courses are 11 weeks in length.</td>
<td>NPMG 5200 - Introduction to the Nonprofit Sector</td>
</tr>
<tr>
<td></td>
<td>NPMG 5405 - Ethics and Social Justice</td>
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<td></td>
<td>NPMG 5420 - Organizational Management and Leadership</td>
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<td></td>
<td>NPMG 5431 - Finance and Budgeting for the Nonprofit Sector</td>
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<td>NPMG 5435 - Human Resource Management: Building a Capable Workforce</td>
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<td></td>
<td>NPMG 5480 - Applied Research and Evaluation Methods</td>
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<tr>
<th>College of Management and Human Potential</th>
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| Master of Healthcare Administration (MHA)   |                                                                                 |
| Students may select any or all of these courses. Individual course prerequisites apply. Note: These courses are 11 weeks in length. | MMHA 5050 - U.S. Healthcare Delivery System                                       |
|                                              | MMHA 5200 - Principles of Population Health in Healthcare Administration          |
|                                              | MMHA 5300 - Law, Ethics, and Policy in Healthcare Administration                  |
|                                              | MMHA 5500 - Human Resource Management and Organizational Development and Leadership for Healthcare Administrators |

*Students can take no more than two master's-level courses per term.*
<table>
<thead>
<tr>
<th>Master's Program</th>
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<td>(specific course availability may differ within the Tempo Learning® format)</td>
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<tr>
<td></td>
<td>Students must complete all general education and core requirements before beginning AIM courses.</td>
</tr>
<tr>
<td>Master of Business Administration (MBA)</td>
<td>General Program or Self-Designed Specialization</td>
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<tr>
<td></td>
<td>WMBA 5000 - Dynamic Leadership</td>
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<tr>
<td></td>
<td>WMBA 5010 - Managing People and Promoting Collaboration</td>
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<td></td>
<td>WMBA 5020 - Fostering a Culture of Innovation</td>
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<tr>
<td></td>
<td>WMBA 5030 - Managing Business Information Systems</td>
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<tr>
<td></td>
<td>Healthcare Management, Human resource Management, or Project Management Specialization</td>
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<td></td>
<td>WMBA 5000 - Dynamic Leadership</td>
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<tr>
<td></td>
<td>WMBA 5010 - Managing People and Promoting Collaboration</td>
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<tr>
<td>MS in Leadership</td>
<td>General Program</td>
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<td>WMBA 5000 - Dynamic Leadership</td>
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<td></td>
<td>Executive Leadership Specialization</td>
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<td>WMBA 5000 - Dynamic Leadership</td>
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<td>WMBA 5010 - Managing People and Promoting Collaboration</td>
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<tr>
<td>MS in Management</td>
<td>General Program</td>
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<td></td>
<td>WMBA 5000 - Dynamic Leadership</td>
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<td></td>
<td>WMBA 5010 - Managing People and Promoting Collaboration</td>
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<td></td>
<td>Strategy Specialization</td>
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<td></td>
<td>WMBA 5000 - Dynamic Leadership</td>
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<td>WMBA 5010 - Managing People and Promoting Collaboration</td>
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<tr>
<td>Master's Program</td>
<td>Eligible Courses (specific course availability may differ within the Tempo Learning® format)</td>
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<tr>
<td>MS in Industrial and Organizational (I/O) Psychology</td>
<td>WMBA 5020 - Fostering a Culture of Innovation</td>
</tr>
</tbody>
</table>

**General Practice**

- IPSY 5100 - Themes and Theories of I/O Psychology
- PSYC 5214 - Consulting for Organizational Change
- PSYC 5480 - Psychology of Organizational Behavior
- PSYC 5706 - Ethics and Standards of Industrial Organizational Psychology
- PSYC 5755 - Leadership and Leader Development

**Consulting Psychology**

- IPSY 5100 - Themes and Theories of I/O Psychology
- PSYC 5005 - Business Concepts for the Organizational Development Professional
- PSYC 5214 - Consulting for Organizational Change
- PSYC 5216 - Dynamics of Contemporary, International, and Virtual Organizations
- PSYC 5480 - Psychology of Organizational Behavior

**Evidence-Based Coaching**

- IPSY 5100 - Themes and Theories of I/O Psychology
- PSYC 5214 - Consulting for Organizational Change
- PSYC 5480 - Psychology of Organizational Behavior

*Students may select up to five courses for the listed specializations. Individual course prerequisites apply.*

*Note: These courses are 11 weeks in length.*
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<tr>
<td>PSYC 5755 - Leadership and Leader</td>
<td>PSYC 5755 - Leadership and Leader Development</td>
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<tr>
<td>Human Resource Management</td>
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<tr>
<td>IPSY 5100 - Themes and Theories of I/O</td>
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<td>Psychology◇</td>
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<td>PSYC 5214 - Consulting for</td>
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<tr>
<td>Organizational Change◇</td>
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<tr>
<td>PSYC 5480 - Psychology of Organizational Behavior</td>
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<tr>
<td>PSYC 5755 - Leadership and Leader</td>
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<td>Development</td>
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<td>IPSY 5100 - Themes and Theories of I/O</td>
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<td>Psychology◇</td>
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<td>PSYC 5216 - Dynamics of Contemporary,</td>
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<td>International, and Virtual</td>
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<td>Organizations◇</td>
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<tr>
<td>PSYC 5480 - Psychology of Organizational Behavior</td>
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<tr>
<td>PSYC 5480 - Psychology of Organizational Behavior</td>
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<tr>
<td>College of Nursing</td>
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<td>Master of Science in Nursing (MSN)</td>
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<tr>
<td>NURS 5050 - Policy and Advocacy for</td>
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<tr>
<td>Improving Population Health</td>
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<tr>
<td>Master's Program</td>
<td>Eligible Courses</td>
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<td>(specific course availability may differ within the Tempo Learning® format)</td>
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<td></td>
<td><strong>NURS 5051</strong> - Transforming Nursing and Healthcare Through Technology</td>
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<td></td>
<td><strong>NURS 5052</strong> - Essentials of Evidence-Based Practice</td>
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<tr>
<td></td>
<td>Students must be admitted to the RN-BSN-MSN track to complete these AIM courses.</td>
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<tr>
<td>Note: These courses are 11 weeks in length.</td>
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<tr>
<td>College of Psychology and Community Services</td>
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<tr>
<td><strong>MS in Forensic Psychology</strong></td>
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<tr>
<td>Students may select up to five of these courses. Individual course prerequisites apply.</td>
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<tr>
<td>Note: These courses are 11 weeks in length.</td>
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<tr>
<td></td>
<td><strong>FPSY 5102</strong> - Intersection of Crime, Psychology, and the Law</td>
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<td><strong>FPSY 5115</strong> - Understanding Forensic Psychology Research</td>
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<td></td>
<td><strong>FPSY 5126</strong> - Understanding Violence, Risk, and Threat Assessment</td>
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<tr>
<td></td>
<td><strong>FPSY 5135</strong> - Criminal Behavior</td>
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<tr>
<td></td>
<td><strong>FPSY 5720</strong> - Abnormal Behavior</td>
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<tr>
<td>MS in Human Services</td>
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<td>Students may select up to four of these courses. Individual prerequisites apply.</td>
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<td><strong>HUMN 5162</strong> - Cultural Humility and Diversity</td>
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<td><strong>HUMN 5160</strong> - The Advanced Human Services Practitioner in a Changing World</td>
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<td><strong>HUMN 5210</strong> - Management and Leadership Development in Human Services</td>
</tr>
<tr>
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<td><strong>HUMN 5161</strong> - Assessment, Triage, and Motivational Interviewing</td>
</tr>
<tr>
<td></td>
<td><strong>HUMN 5205</strong> - Introduction to the Nonprofit Sector</td>
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<tr>
<td>MS in Criminal Justice</td>
<td></td>
</tr>
<tr>
<td>Students may select any or all of these courses. Individual course prerequisites apply.</td>
<td></td>
</tr>
<tr>
<td>Note: These courses are 11 weeks in length.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>CRJS 5137</strong> - The Nature of Crime and Criminology</td>
</tr>
<tr>
<td></td>
<td><strong>CRJS 5203</strong> - Victimology</td>
</tr>
<tr>
<td></td>
<td><strong>CRJS 5215</strong> - Controversies in Criminal Justice</td>
</tr>
<tr>
<td></td>
<td><strong>CRJS 5217</strong> - Technological Solutions and 21st-Century Crime</td>
</tr>
<tr>
<td></td>
<td><strong>CRJS 5511</strong> - Special Populations</td>
</tr>
<tr>
<td>Master's Program</td>
<td>Eligible Courses <em>(specific course availability may differ within the Tempo Learning® format)</em></td>
</tr>
<tr>
<td>------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>MS in Criminal Justice Leadership and Executive Management</strong></td>
<td>CRJS 5137 - The Nature of Crime and Criminology CRJS 5215 - Controversies in Criminal Justice</td>
</tr>
<tr>
<td><strong>Students may select any or all of these courses. Individual course prerequisites apply.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Note:</strong> These courses are 11 weeks in length.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>College of Social and Behavioral Health</strong></th>
<th><strong>School of Counseling</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MS in Clinical Mental Health Counseling</strong></td>
<td><strong>HUMN 5100 - Introduction to Mental Health Counseling</strong> *</td>
</tr>
<tr>
<td><strong>These courses are open only to students in the BS in Human Services and BS in Psychology programs. Students may select up to five of these courses. Individual course prerequisites apply</strong></td>
<td><strong>HUMN 5722 - Theories of Counseling</strong></td>
</tr>
<tr>
<td><strong>Note:</strong> These courses are 11 weeks in length.</td>
<td><strong>HUMN 5316 - Techniques of Counseling</strong></td>
</tr>
<tr>
<td><strong>These courses must be taken in the order listed.</strong></td>
<td><strong>HUMN 5723 - Multicultural Counseling</strong></td>
</tr>
<tr>
<td></td>
<td>PSYC 5101 - Foundations for Graduate Study in Counseling *</td>
</tr>
<tr>
<td></td>
<td>PSYC 5102 - Introduction to Mental Health Counseling *</td>
</tr>
<tr>
<td></td>
<td>PSYC 5722 - Counseling and Psychotherapy Theories</td>
</tr>
<tr>
<td></td>
<td>PSYC 5316 - Techniques in Counseling</td>
</tr>
<tr>
<td></td>
<td>PSYC 5306 - Ethics and Legal Issues in Counseling</td>
</tr>
<tr>
<td></td>
<td>PSYC 5723 - Multicultural Counseling</td>
</tr>
<tr>
<td></td>
<td><em>Students are required to take PSYC 5101 along with PSYC 5102 or HUMN 5100.</em></td>
</tr>
</tbody>
</table>
Note on Endorsement, Licensure, or Certification

This program does not lead to an endorsement, certification, or licensure. Walden makes no representation, warranty, guarantee, or commitment that successful completion of this program or coursework for graduate credit within this program will permit a graduate to obtain state certification or licensure.

The graduate degree program and coursework within the program in which you are enrolling may be accepted by many states toward upgrading or renewing a license or obtaining a salary increase (depending on state or district policy). Teachers are advised to contact their individual school districts as to whether this program may qualify for salary advancement. Walden enrollment specialists can provide guidance on program requirements; however, it remains the individual's responsibility to understand and comply with all state and school district requirements.

Minor in Healthcare Management

The Undergraduate Minor in Healthcare Management is for the non-health sciences major student interested in improving the quality, safety, and delivery of health services. Because of the evolving U.S. health system, the aging population, and the projected shortage of healthcare professionals, there is a growing need for healthcare administrators.

Note: This minor is not available to students in the BS in Health Studies, BS in Public Health, or the BS in Healthcare Management programs.

Required Courses (30 cr.)

- HLTH 1005 - Context of Healthcare Delivery
- HLTH 4000 - Introduction to Healthcare Management
- HLTH 4115 - Strategic Planning and Marketing in Healthcare
- HLTH 4120 - Managing the Healthcare Workforce

And students choose two of the following:

- HLTH 2120 - Health Informatics
- HLTH 3100 - Ethical and Legal Issues in Healthcare
- HLTH 3110 - Current Issues in Healthcare Policy and Practice
- HLTH 4100 - Healthcare Organization Theory and Behavior
- HLTH 4105 - Healthcare Finance and Economics
- HLTH 4110 - Healthcare Quality and Safety

Undergraduate Minors

Students have the option to select a minor after starting their undergraduate program. Unlike an undergraduate concentration, a minor must be in a discipline outside the student's major. Students should verify individual requirements for each minor, including which programs are ineligible. An undergraduate minor consists of six or more courses.
with a minimum of two at the upper level. Students wishing to add a minor to their program should contact their student success advisor. Students may select a maximum of two minors.

- Minor in Applied Instructional Design and Technology
- Minor in Business
- Minor in Communication
- Minor in Criminal Justice
- Minor in Health Promotion and Wellness
- Minor in Health Studies
- Minor in Healthcare Management
- Minor in Introductory Instructional Design and Technology
- Minor in Political Science and Public Administration
- Minor in Psychology
- Minor in Public Health

Graduate Certificate Programs

**Graduate Certificate in Advanced Cyber Security**

This program is not currently accepting new students.

This graduate certificate program is designed to prepare current IT professionals to remediate critical security risks, including ransomware and other cybercrimes, and implement mitigating controls for a secure and protected environment. Through hands-on, interactive coursework, students have the opportunity to

- Explore current and emerging information security threats.
- Design tests to probe system penetrability in your technology, networks, and physical environments.
- Evaluate application of laws and regulations to IT.
- Develop incident response, security plans, and security awareness programs.

The Graduate Certificate in Advanced Cyber Security is part of Walden’s information technology program offerings. Walden is designated by the National Security Agency (NSA) and the Department of Homeland Security (DHS) as a National Center of Academic Excellence in Cyber Defense Education through the year 2019.

**Certificate Requirements**

- 9 semester credits
- 1.5 semesters (6 months) to complete

**Curriculum**
ITEC 6620 - Information and Systems Security
ITEC 6630 - Computer Law, Crime, and Investigation
ITEC 6640 - Topics in High-Assurance Computing

Course Sequence

The recommended course sequence is as follows:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ITEC 6620 - Information and Systems Security</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>ITEC 6630 - Computer Law, Crime, and Investigation</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>2</td>
<td>ITEC 6640 - Topics in High-Assurance Computing</td>
<td>3 sem. cr.</td>
</tr>
</tbody>
</table>

Graduate Certificate in Advanced Project Management

This program is not currently accepting new students.

Project Management Certificates

Walden University’s project management certificate programs are geared toward students who want to learn the foundational skills for this field or those who want to build upon their existing senior-level experience to advance their career in project management. Each program positions students to take the Project Management Professional (PMP)® exam® from the Project Management Institute (PMI)®. Students who are already PMP-certified and are seeking recertification earn Professional Development Units (PDUs) that can be applied toward the 60 credits needed. Walden is also a PMI Registered Education Provider (R.E.P.) and, as such, has agreed to abide by PMI-established quality assurance criteria. Credits from all required courses in both certificate programs can be applied toward Walden’s M.S. in Project Management program.

The Graduate Certificate in Advanced Project Management is designed for senior project managers. Aligned with the standards in the Project Management Institute’s (PMI’s)® A Guide to the Project Management Body of Knowledge (PMBOK® Guide), this certificate program leverages students’ knowledge and experience to help them place project management in a strategic perspective within their organizations. Students who successfully complete this certificate program will have a demonstrable proficiency in advanced project management skills that they can show current and future employers.

*Eligibility for the PMP® credential requires individuals to first attain specific educational and project management experience, including 35 contact hours of project management education and a minimum of 3 years, or 36 months, of project management experience, during which at least 4,500 hours were spent...
leading and directing project tasks. The final step in earning the PMP credential is passing the PMP exam. For more information, visit the Project Management Institute (PMI) website at www.pmi.org.

Note: PMI is a registered trademark and service mark of the Project Management Institute, Inc. PMP is a registered certification mark of the Project Management Institute, Inc.

Certificate Requirements

9 total semester credits

Curriculum

MSPM 6125 - Project Scheduling
MSPM 6150 - Planning and Administering Project Contracts
MSPM 6170 - Sustainability in Project, Portfolio, and Program Management

Course Sequence

The recommended course sequence is as follows:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>MSPM 6125 - Project Scheduling</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>MSPM 6150 - Planning and Administering Project Contracts</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>2</td>
<td>MSPM 6170 - Sustainability in Project, Portfolio, and Program Management</td>
<td>3 sem. cr.</td>
</tr>
</tbody>
</table>

Graduate Certificate in Applied Project Management

Project Management Certificates

Walden University's project management certificate programs are geared toward students who want to learn the foundational skills for this field or those who want to build upon their existing senior-level experience to advance their career in project management. Each program positions students to take the Project Management Professional (PMP)® exam® from the Project Management Institute (PMI)®. Students who are already PMP-certified and are seeking recertification earn Professional Development Units (PDUs) that can be applied toward the 60 credits needed. Walden is also a PMI Registered Education Provider (R.E.P.) and, as such, has agreed to abide by PMI-established quality assurance criteria. Credits from all required courses in both
Certificate programs can be applied toward Walden’s MS in Project Management program.

The Graduate Certificate in Applied Project Management introduces the required skills necessary for managing projects in today's work environment. Fully aligned with the standards in Project Management Institute's (PMI's) A Guide to the Project Management Body of Knowledge (PMBOK® Guide), this certificate program covers the key process areas that every project manager must be able to address. Students who successfully complete this certificate program will have a demonstrable proficiency in essential project management skills that they can show current and future employers.

*Eligibility for the PMP® credential requires individuals to first attain specific educational and project management experience, including 35 contact hours of project management education and a minimum of 3 years, or 36 months, of project management experience, during which at least 4,500 hours were spent leading and directing project tasks. The final step in earning the PMP credential is passing the PMP exam. For more information, visit the Project Management Institute (PMI) website at www.pmi.org.

Note: PMI is a registered trademark and service mark of the Project Management Institute, Inc. PMBOK is a registered trademark of the Project Management Institute, Inc.

Note: The Graduate Certificate in Applied Project Management program is offered in two different learning modalities: the course-based modality and the competency-based modality, Tempo Learning®.

Competency-Based Education

In addition to the course-based option described below, students can choose to earn their Graduate Certificate in Applied Project Management through the competency-based education modality. Upon successful completion of program requirements, students will earn the same Walden degree in either modality. See the Graduate Certificate in Applied Project Management (Competency Based) page for program details.

Course-Based Program

Certificate Requirements

9 total semester credits

Curriculum

MSPM 6102 - Practices in Project Management
MSPM 6130 - Budgeting and Management of Operations
MSPM 6140 - Enterprise and Project Risk Management
Course Sequence

The recommended course sequence is as follows:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>MSPM 6102 - Practices in Project Management♦</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>MSPM 6130 - Budgeting and Management of Operations♦</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>2</td>
<td>MSPM 6140 - Enterprise and Project Risk Management♦</td>
<td>3 sem. cr.</td>
</tr>
</tbody>
</table>

**Graduate Certificate in Applied Project Management (Competency Based)**

Tempo Learning® is Walden's competency-based education modality, an alternative way of earning a Walden degree offered for some Walden programs. Instead of courses, the Walden Tempo Learning® program is comprised of competencies and rigorous assessments. Students progress through the Tempo Learning® model by successfully passing competency assessments. A student must successfully achieve or master all competency assessments to graduate from the program.

Students earn the same Walden degree whether they choose the course-based or the competency-based modality.

**Certificate Requirements**

- 9 total semester credits

**Curriculum**

- MSPM 6102 - Practices in Project Management♦
  - PM001 Project Management Methods
    - Explain the discipline of project management and its processes.
  - PM002 Project Initiation
    - Prepare a project charter using standard project management tools and techniques.
  - PM003 Project Planning
    - Prepare a comprehensive project plan using standard project management tools and techniques.
PM004 Project Performance Measurement
Assess project performance against agreed-to criteria using qualitative and quantitative methods.

PM005 Project Closing Processes
Conduct a post-project audit to close out a project.

MSPM 6130 - Budgeting and Management of Operations

PM012 Strategic Operations Management
Apply portfolio management as a model for determining the appropriate strategic mix of product and service offerings.

PM013 Integrated Time and Cost Management
Design an integrated supply chain management plan using project management time and cost tools and techniques.

PM014 Quality Management in Operations
Formulate a plan to assure and control project quality in alignment with organizational quality standards and goals.

MSPM 6140 - Enterprise and Project Risk Management

PM006 Organizational Risk Strategy
Develop organization-level strategies for managing risks driven by internal and external environmental factors.

PM007 Project Risk Management
Prepare a project risk management plan using standard project management tools and techniques.

PM008 Project Risk Measurement
Assess project risk performance against agreed-to criteria using qualitative and quantitative methods.

Graduate Certificate in Auditing
This program is not currently accepting new students.

This certificate prepares students with the core skills and knowledge that are critical to professionals in the field of auditing. The Graduate Certificate in Auditing coursework covers topics including business risk management, financial and operational controls, risk control matrix, and regulatory compliance systems. The program also explores fraud prevention and security of sensitive financial information in an organizational context. Credits from the certificate can be applied toward Walden’s MS in Accounting program.

Certificate Requirements

12 total semester credits

Curriculum
ACCT 6600 - Managing Operational and Financial Business Risks
ACCT 6610 - Managing Regulatory Compliance
ACCT 6650 - Forensic and Advanced Auditing Topics
ACCT 6781 - Information Security Governance

Course Sequence

The recommended course sequence is as follows:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ACCT 6600 - Managing Operational and Financial Business Risks</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>ACCT 6610 - Managing Regulatory Compliance</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>2</td>
<td>ACCT 6650 - Forensic and Advanced Auditing Topics</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>ACCT 6781 - Information Security Governance</td>
<td>3 sem. cr.</td>
</tr>
</tbody>
</table>

Graduate Certificate in Brand and Product Marketing

This program is not currently accepting new students.

The Graduate Certificate in Brand and Product Marketing focuses on developing strategies for building strong brands and compelling product messages. Through their coursework, students explore the key elements of brand and product management, consumer insights and their role in marketing planning, and how to optimize a campaign's reach and impact by assessing and interpreting performance data. Students in this program also have the opportunity to apply their knowledge to the development of a strategic marketing plan for a real or fictional business.

Certificate Requirements

- 9 sem. cr.
- 1.5 semesters (6 months) to complete

Course Sequence
The recommended course sequence is as follows:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>MRKT 6170 - Brand and Product Management</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>MRKT 6135 - Harnessing the Power of Data and Information</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>2</td>
<td>MRKT 6900 - From Marketing Strategy to Execution</td>
<td>3 sem. cr.</td>
</tr>
</tbody>
</table>

**Graduate Certificate in Business**

Competitive advantage is a necessity in business. For those looking to gain a foundation in business the Certificate in Business can provide students a robust understanding of business essentials in order to gain competitive advantage in almost any industry. The Certificate in Business is designed to help students enhance their business skills and obtain knowledge in key business disciplines including accounting, finance, business performance and marketing.

**Note:** This certificate is not available as a standalone offering. Students may complete the certificate requirements along the way to completing their MBA degree by way of program core or specialization courses.

**Certificate Requirements**

- 12 total semester credits

**Curriculum**

- WMBA 6040 - Improving Business Performance
- WMBA 6050 - Accounting for Management Decision Making
- WMBA 6060 - Marketing for Competitiveness
- WMBA 6070 - Managerial Finance

**Course Sequence**

The recommended course sequence is as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WMBA 6040 - Improving Business Performance</td>
<td>3 sem. cr.</td>
</tr>
</tbody>
</table>
WMBA 6050 - Accounting for Management Decision Making 3 sem. cr.
WMBA 6060 - Marketing for Competitiveness 3 sem. cr.
WMBA 6070 - Managerial Finance 3 sem. cr.

Graduate Certificate in Business Management

Walden’s Graduate Certificate in Business Management program explores common issues related to day-to-day business operations. Coursework provides leadership lessons and business fundamentals that prepare students to be more effective in the workplace. Career management planning skills are integrated throughout the coursework, providing students with a blueprint for defining and achieving their professional goals. All credits earned in this certificate program may be applied to Walden’s Master of Business Administration (MBA) program.

Certificate Requirements

12 total semester credits

Curriculum

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WMBA 6000 - Dynamic Leadership</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>WMBA 6010 - Managing People and Promoting Collaboration</td>
<td></td>
</tr>
<tr>
<td>WMBA 6020 - Fostering a Culture of Innovation</td>
<td></td>
</tr>
<tr>
<td>WMBA 6030 - Managing Business Information Systems</td>
<td></td>
</tr>
</tbody>
</table>

Course Sequence

The recommended course sequence is as follows:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>WMBA 6000 - Dynamic Leadership</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>WMBA 6010 - Managing People and Promoting Collaboration</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>WMBA 6020 - Fostering a Culture of Innovation</td>
<td>3 sem. cr.</td>
</tr>
</tbody>
</table>
Graduate Certificate in Communication

This program is not currently accepting new students.

The Graduate Certificate in Communication is designed to help students communicate effectively via multiple channels and platforms. Coursework examines the five pillars of communication—written, oral, interpersonal and group, social media, and technology—as well as best practices for reaching audiences through traditional, digital, and social media. Students also learn how to craft engaging messages that inspire others to take action.

Certificate Requirements

12 total semester credits

Curriculum

- COMM 6100 - Communication Theory in Practice: Here and Now
- COMM 6110 - Media Effects: Mass Media in Modern Society
- COMM 6130 - Communicating Using Social and Digital Media
- COMM 6150 - Interpersonal Communication

Course Sequence

The recommended course sequence is as follows:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>COMM 6100 - Communication Theory in Practice: Here and Now</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>COMM 6110 - Media Effects: Mass Media in Modern Society</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>2</td>
<td>COMM 6130 - Communicating Using Social and Digital Media</td>
<td>3 sem. cr.</td>
</tr>
</tbody>
</table>
Graduate Certificate in Data Management

This program is not currently accepting new students.

In this certificate program, students can learn how to strategically plan for and manage valuable business data. Through interactive coursework, students explore how to

  - Analyze data to support organizational needs.
  - Integrate enterprise-wide information to support business strategy.
  - Refine data management techniques.

The Graduate Certificate in Data Management is part of Walden’s information technology program offerings. Walden is designated by the National Security Agency (NSA) and the Department of Homeland Security (DHS) as a National Center of Academic Excellence in Cyber Defense Education through the year 2019.

Certificate Requirements

- 12 semester credits
- 2 semesters (8 months) to complete

Curriculum

- ITEC 6030 - Principles of Programming
- ITEC 6145 - Enterprise Database Design
- ITEC 6655 - Data Warehousing and Business Intelligence
- ITEC 6661 - Business Analytics and Data Mining

Course Sequence

The recommended course sequence is as follows:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>ITEC 6030 - Principles of Programming</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>ITEC 6145 - Enterprise Database Design</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>Semester</td>
<td>Course</td>
<td>Credits</td>
</tr>
<tr>
<td>----------</td>
<td>--------</td>
<td>---------</td>
</tr>
<tr>
<td>2</td>
<td>ITEC 6655 - Data Warehousing and Business Intelligence</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>ITEC 6661 - Business Analytics and Data Mining</td>
<td>3 sem. cr.</td>
</tr>
</tbody>
</table>

**Graduate Certificate in Digital Marketing**

This program is not currently accepting new students.

The Graduate Certificate in Digital Marketing focuses on developing skills essential to creating and implementing cohesive digital marketing strategies. Through their coursework, students explore the latest concepts and best practices for emerging media platforms and how they can be leveraged to maximize consumer reach and influence. Students also examine topics such as web design, assessing and interpreting online analytics, the elements of an effective social media strategy, and building customer loyalty and retention through relationship marketing.

**Certificate Requirements**

- 9 total semester credits

**Curriculum**

- MRKT 6110 - Digital Marketing
- MRKT 6120 - Relationship Marketing
- MRKT 6130 - Communicating Using Social and Digital Media

**Course Sequence**

The recommended course sequence is as follows:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>MRKT 6110 - Digital Marketing</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>MRKT 6120 - Relationship Marketing</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>2</td>
<td>MRKT 6130 - Communicating Using Social and Digital Media</td>
<td>3 sem. cr.</td>
</tr>
</tbody>
</table>
Graduate Certificate in Evidence-Based Coaching

The Graduate Certificate in Evidence-Based Coaching specialization prepares students to facilitate change that can help individuals and organizations improve performance and achieve goals. This certificate is among the few online coaching training programs that provide the academic curriculum and 30 hours of experience required to be eligible to take the Board Certified Coach (BCC) credential exam.

Certificate Requirements

- 17 total quarter credits
  - Certificate courses (17 cr.)
  - Coaching Skills Virtual Intensive (0 cr.)

Curriculum

- DRWI 8508 - Coaching Skills Virtual Intensive
- IPSY 6753 - Leadership Coaching: Theories, Concepts, and Processes
- IPSY 6755 - Leadership and Leader Development
- IPSY 6756 - Leadership Coaching: Practices and Applications

Course Sequence

The recommended course sequence is as follows:

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>IPSY 6753 - Leadership Coaching: Theories, Concepts, and Processes</td>
<td>6 cr.</td>
</tr>
<tr>
<td></td>
<td>IPSY 6755 - Leadership and Leader Development</td>
<td>5 cr.</td>
</tr>
<tr>
<td>2</td>
<td>IPSY 6756 - Leadership Coaching: Practices and Applications</td>
<td>6 cr.</td>
</tr>
<tr>
<td></td>
<td>DRWI 8508 - Coaching Skills Virtual Intensive</td>
<td>0 cr.</td>
</tr>
</tbody>
</table>

Graduate Certificate in Fundamentals of Cyber Security

This program is not currently accepting new students.

Through the coursework in this certificate program, students are taught the essentials of cyber security threats, risks, and how to keep data secure. Students explore concepts in the areas of computer operating systems, security governance structure, information assurance, and risk management. Students have the opportunity to

- Design and secure a network and examine different networking configurations.
Apply information assurance theoretical concepts and models for data protection.
Analyze attributes of common system vulnerabilities and threats.
Manage information security policies and internal standards.

The Graduate Certificate in Fundamentals of Cyber Security is part of Walden's information technology program offerings. Walden is designated by the National Security Agency (NSA) and the Department of Homeland Security (DHS) as a National Center of Academic Excellence in Cyber Defense Education through the year 2019.

Certificate Requirements

- 9 semester credits
- 1.5 semesters (6 months) to complete

Curriculum

- ITEC 6115 - Computer Networking and Operating Systems
- ITEC 6170 - Fundamentals of Information Assurance
- ITEC 6610 - Information Assurance and Risk Management

Course Sequence

The recommended course sequence is as follows:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ITEC 6115 - Computer Networking and Operating Systems</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>ITEC 6170 - Fundamentals of Information Assurance</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>2</td>
<td>ITEC 6610 - Information Assurance and Risk Management</td>
<td>3 sem. cr.</td>
</tr>
</tbody>
</table>

Graduate Certificate in Healthcare Business Improvement

Develop the skills needed to become more marketable in the field and participate in and influence policy development while enhancing healthcare professional skills. The Graduate Certificate in Healthcare Business Improvement offers students an opportunity to further their education and become a skilled professional with effective business skills within healthcare. It also supports students' abilities to understand healthcare delivery systems to cultivate leadership and support business initiatives within the healthcare industry.
Note: This certificate is not available as a standalone offering. Students may complete the certificate requirements along the way to completing their MBA degree by way of program core or specialization courses.

Certificate Requirements

12 total semester credits

Curriculum

WMBA 6040 - Improving Business Performance
WMBA 6602 - Contemporary Topics in the U.S. Healthcare Delivery System
WMBA 6604 - Law, Ethics, and Policy in Healthcare Administration
WMBA 6608 - Healthcare Financial Management and Economics

Course Sequence

The recommended course sequence is as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WMBA 6040 - Improving Business Performance</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>WMBA 6602 - Contemporary Topics in the U.S. Healthcare Delivery System</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>WMBA 6604 - Law, Ethics, and Policy in Healthcare Administration</td>
<td>3 sem. cr.</td>
</tr>
</tbody>
</table>

Graduate Certificate in Human Resource Leadership

There are many workplace challenges facing today’s human resources (HR) professional. To be an effective leader when faced with a number of challenging issues, the HR professional must have the abilities to effectively resolve these issues as well as the collaboration skills necessary to partner with internal business units to ensure the success of the enterprise. The Human Resources Leadership (HRL) graduate certificate coursework addresses the significant strategic and operational aspects of human resources leadership. HRL addresses the necessary skills surrounding the role of HR as a strategic business partner across the organization.
Certificate Requirements

12 total semester credits

Curriculum

WMBA 6000 - Dynamic Leadership
WMBA 6201 - Individual and Organizational Performance Management
WMBA 6401 - Human Resource Analytics
WMBA 6501 - Conflict Management and Negotiation

Course Sequence

The recommended course sequence is as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WMBA 6000 - Dynamic Leadership</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>WMBA 6201 - Individual and Organizational Performance Management</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>WMBA 6401 - Human Resource Analytics</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>WMBA 6501 - Conflict Management and Negotiation</td>
<td>3 sem. cr.</td>
</tr>
</tbody>
</table>

Graduate Certificate in Human Resource Management

The Graduate Certificate in Human Resource Management (HRM) is a four-course overview of key HRM topics and issues facing HRM professionals. Students investigate issues identified within the competencies outlined by the Society for Human Resource Management (SHRM) as being critical to the success of human resource (HR) professionals. Coursework prepares learners to provide innovative HR solutions in an increasingly complex global economy. Students explore the dynamic field of HR and its role in business results and human capital development. Credits earned from this certificate program may be applied toward Walden's MS in Human Resource Management.

Certificate Requirements
12 total semester credits

Curriculum

MHRM 6101 - Foundations of Human Resource Management
MHRM 6201 - Individual and Organizational Performance Management
MHRM 6301 - Legal and Regulatory Environment
MHRM 6401 - Human Resource Analytics

Course Sequence

The recommended course sequence is as follows:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>MHRM 6101 - Foundations of Human Resource Management</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>MHRM 6201 - Individual and Organizational Performance Management</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>2</td>
<td>MHRM 6301 - Legal and Regulatory Environment</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>MHRM 6401 - Human Resource Analytics</td>
<td>3 sem. cr.</td>
</tr>
</tbody>
</table>

Graduate Certificate in Information Systems

This program is not currently accepting new students.

This four-course certificate program enables students to learn the basic programming, networking, and database design and management skills required to enter the fields of information systems and information technology. Students explore IT’s role in organizations, relational database systems and accepted practices in data modeling and database design, and object-oriented programming. Credits in this certificate program may be applied toward the MS in Information Technology or Master of Information Systems Management programs.

Certificate Requirements

12 total semester credits
Curriculum

ITEC 6111 - Information Technology in the Organization
ITEC 6115 - Computer Networking and Operating Systems
ITEC 6030 - Principles of Programming
ITEC 6145 - Enterprise Database Design

Course Sequence

The recommended course sequence is as follows:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ITEC 6111 - Information Technology in the Organization</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>ITEC 6115 - Computer Networking and Operating Systems</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>2</td>
<td>ITEC 6030 - Principles of Programming</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>ITEC 6145 - Enterprise Database Design</td>
<td>3 sem. cr.</td>
</tr>
</tbody>
</table>

**Graduate Certificate in Leadership**

This program is not currently accepting new students.

This online graduate certificate program helps students prepare to lead organizations and teams in an increasingly global environment. Students explore various concepts of leadership and assess their own leadership traits as they work toward becoming effective leaders and team members. Through these courses students examine approaches to interpreting and shaping organizational culture to maximize success and apply knowledge of group dynamics to create diverse, effective teams. Students also explore concepts of sustainable business strategies and crisis leadership as they relate to leading in a global environment. All credits in this program may be applied toward Walden's MS in Leadership degree.

Certificate Requirements

12 total semester credits

Curriculum

MMSL 6000 - Dynamic Leadership
MMSL 6105 - Finding Your Inner Leader
MMSL 6110 - Building Organizational Culture: Leaders as Architects
MMSL 6115 - Communication for Leaders and Managers

Course Sequence

The recommended course sequence is as follows:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>MMSL 6000 - Dynamic Leadership</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>MMSL 6105 - Finding Your Inner Leader</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>2</td>
<td>MMSL 6110 - Building Organizational Culture: Leaders as Architects</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>MMSL 6115 - Communication for Leaders and Managers</td>
<td>3 sem. cr.</td>
</tr>
</tbody>
</table>

Graduate Certificate in Leading Complex Organizational Projects

Managing a successful project team requires a leader to lead skilled personnel and support technical excellence. A manager in the field of project management is responsible for how the project will be completed and who will effectively be assigned to perform the work. Managers have a responsibility to plan, organize, evaluate, direct, and lead their teams to achieve overall business success. For those looking for a challenging and informative opportunity, the Graduate Certificate in Leading Complex Organizational Projects can set students apart from other leaders in their field.

Note: This certificate is not available as a standalone offering. Students may complete the certificate requirements along the way to completing their MBA degree by way of program core or specialization courses.

Certificate Requirements

12 total semester credits

Curriculum

WMBA 6010 - Managing People and Promoting Collaboration
WMBA 6620 - Practices in Project Management
WMBA 6623 - Enterprise and Project Risk Management
WMBA 6627 - Stakeholder Management and Organizational Behavior

Course Sequence

The recommended course sequence is as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WMBA 6010 - Managing People and Promoting Collaboration</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>WMBA 6620 - Practices in Project Management</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>WMBA 6623 - Enterprise and Project Risk Management</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>WMBA 6627 - Stakeholder Management and Organizational Behavior</td>
<td>3 sem. cr.</td>
</tr>
</tbody>
</table>

Graduate Certificate in Managerial Accounting

This program is not currently accepting new students.

Students in this online graduate certificate program are prepared to effectively manage, analyze, and communicate complex financial data that drive business performance. Coursework focuses on financial management best practices and tools. Students learn to improve their communication skills within the organizational context. Courses also cover ethical and legal issues relevant to the field of accounting today. Credits from the certificate can be applied toward Walden’s MS in Accounting program.

Certificate Requirements

12 total semester credits

Curriculum

- ACCT 6000 - Decision-Making Tools for Today's Financial Professional
- ACCT 6010 - Analysis and Communication for the Financial Professional
- ACCT 6020 - Legal and Ethical Issues in Accounting and Finance
- ACCT 6130 - Managerial Accounting for Organizational Performance

Course Sequence

The recommended course sequence is as follows:
Graduate Certificate in Population Health

This program is not currently accepting new students.

Healthcare delivery systems in the United States and around the world are evolving and are challenged by aging populations, rising healthcare costs, less than optimal patient care and business outcomes, and economic inefficiencies. Population health is a broad-based, system-wide response to these challenges. Population health is defined as the health outcomes of a group of individuals within a targeted population, including the distribution of such outcomes within the group. Contemporary population health aims to prevent and cure the population’s chronic diseases through engaging the healthcare stakeholders (community, providers, healthcare consumers, government agencies, and payers) and by integrating evidence-based clinical care and healthcare management practices to address and improve population health needs and requirements within the complex and changing landscape.

This certificate provides a comprehensive foundation in the essentials of population health—new care-delivery structures, socioeconomic determinants of disease, data analytics, and identification of community health needs. This program enables students to enhance their skills in population health to lead and manage complex population healthcare programs and services. This certificate also allows students to continue their studies later to earn a full Master of Healthcare Administration (MHA) degree.

Certificate Requirements

20 total quarter credits

Curriculum
MMHA 6510 - Essentials of the U.S. Healthcare Delivery System and Population Health
MMHA 6520 - Health Informatics and Population Health Analytics
MMHA 6530 - Disease Prevention and Care Management
MMHA 6540 - Population Health Management Applications

Course Sequence

The recommended course sequence is as follows:

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>MMHA 6510 - Essentials of the U.S. Healthcare Delivery System and Population Health</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>MMHA 6520 - Health Informatics and Population Health Analytics</td>
<td>5 cr.</td>
</tr>
<tr>
<td>2</td>
<td>MMHA 6530 - Disease Prevention and Care Management</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>MMHA 6540 - Population Health Management Applications</td>
<td>5 cr.</td>
</tr>
</tbody>
</table>

Post-Baccalaureate Certificate Programs

**Post-Baccalaureate Certificate in Organizational Psychology and Development**

This program is no longer accepting new students. Current students must complete their programs of study in accordance with Walden’s Time-to-Degree Completion policies.

The Post-Baccalaureate Certificate in Organizational Psychology and Development provides students with the basic principles of organizational psychology and development.

Learning Outcomes

Students will learn how to:

- Align an institution’s strategic goals with the recruitment and retention of highly talented individuals
- Apply their knowledge to facilitate organizational change in response to continuing globalization and emerging technologies
- Improve the performance of their organizations by enhancing the work environment for individual employees and work teams
Certificate Requirements

Certificate courses (20 cr.)

Certificate Curriculum (20 cr.)

PSYC 6214 - Consulting for Organizational Change
PSYC 6480 - Psychology of Organizational Behavior
PSYC 6754 - Personnel Psychology in the Workplace
PSYC 6755 - Leadership and the Process of Change

Course Sequence

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>PSYC 6480 - Psychology of Organizational Behavior</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>PSYC 6755 - Leadership and the Process of Change</td>
<td>5 cr.</td>
</tr>
<tr>
<td>2</td>
<td>PSYC 6214 - Consulting for Organizational Change</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>PSYC 6754 - Personnel Psychology in the Workplace</td>
<td>5 cr.</td>
</tr>
</tbody>
</table>

Master's Degree Programs

**Executive Master of Business Administration (EMBA)**

This program is not currently accepting new students.

Students in Walden's Executive Master of Business Administration (EMBA) program learn how to become effective business leaders in today's global marketplace. The curriculum combines application-based coursework with real-world learning to prepare students with the skills they need to make executive-level decisions. Students study topics such as economic theory, stakeholder analysis, innovative marketing, and managing a global workforce. Courses feature online interviews and presentations with innovators and leaders in today's business, economic, and technology industries, offering students a diverse range of perspectives. By attending a U.S.-based residency with their cohort, students hone their leadership and team-building skills. An international residency provides them with a new understanding of cultures and global business practices.
Note: Students may only enroll in the EMBA program as part of Business to Business partnerships.

Learning Outcomes

Students in the EMBA program will be able to:

- Develop appropriate solutions to address problems that are common in a business environment.
- Demonstrate professional communication skills necessary for the business environment.
- Demonstrate the ability to make decisions that are ethical and socially responsible within a global business context.
- Effectively collaborate with others from diverse perspectives in a business environment.
- Use systems thinking in the evaluation of business operations, decisions, and processes.
- Apply skills that are necessary to improve an organization's competitive position in a complex global marketplace.
- Create a vision for positive change in one's self, organization, or broader community.
- Evaluate how businesses operate in the U.S. and abroad.

Degree Requirements

30 total semester credits

Core courses (27 sem. cr.)
- EMBA 6010 - Leading in a Dynamic Era
- EMBA 6020 - Economic Decision Making
- EMBA 6030 - Creativity, Innovation, and Foresight
- EMBA 6040 - Accounting Measurement for Leaders
- EMBA 6050 - Managing People and Teams in Globally Diverse Organizations
- EMBA 6060 - Money and the Firm
- EMBA 6070 - Leveraging Systems and Operations for Performance
- EMBA 6080 - Competing in the Global Marketplace
- EMBA 6090 - Establishing and Cultivating Customer Markets

Two residencies (one U.S. residency and one international residency)
Capstone Course (3 cr.)

EMBA 6100 - Capstone: Business Strategy for Sustainable Competitive Advantage

Course Sequence

The recommended course sequence is as follows:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>EMBA 6010 - Leading in a Dynamic Era</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>EMBA 6020 - Economic Decision Making</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>2</td>
<td>EMBA 6030 - Creativity, Innovation, and Foresight</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>EMBA 6040 - Accounting Measurement for Leaders</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>3</td>
<td>EMBA 6050 - Managing People and Teams in Globally Diverse Organizations</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>EMBA 6060 - Money and the Firm</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>4</td>
<td>EMBA 6070 - Leveraging Systems and Operations for Performance</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>EMBA 6080 - Competing in the Global Marketplace</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>5</td>
<td>EMBA 6090 - Establishing and Cultivating Customer Markets</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>EMBA 6100 - Capstone: Business Strategy for Sustainable Competitive Advantage</td>
<td>3 sem. cr.</td>
</tr>
</tbody>
</table>

Accreditation
Walden University’s Executive Master of Business Administration (EMBA) program is accredited by the Accreditation Council for Business Schools and Programs (ACBSP). ACBSP is a leading specialized accreditation association that identifies and supports excellence in business education.

Master of Business Administration (MBA)

In Walden’s MBA program students connect to real-world issues and trends through coursework that emphasizes core business skills, decision-making, and strategies. This program is designed to help students become more effective business communicators, successful collaborators, creative thinkers, and world-class managers who are well-equipped to work in today’s global work environments. The curriculum touches upon all facets of business and integrates career development strategies throughout the coursework. This provides students with the opportunity to gain skills they need to effectively manage their careers. MBA students can choose to complete a general MBA program or add a specialization from the list below to customize their MBA program.

Note: The Master of Business Administration (MBA) program is offered in two different learning modalities: the course-based modality and the competency-based modality, Tempo Learning®.

Learning Outcomes

At the end of this program, students will:

- Evaluate the environment in which businesses operate.
- Develop well-reasoned, appropriate decisions within a business context.
- Generate solutions to a variety of complex business scenarios.
- Effectively employ business-appropriate communication skills.
- Demonstrate an understanding of the skills necessary to work effectively with others in diverse business environments.
- Evaluate how business administration knowledge and skills enable a variety of stakeholders to contribute to positive social change.

Competency-Based Education

In addition to the course-based option described below, students can choose to earn their Master of Business Administration (MBA) through the competency-based education modality. Upon successful completion of program requirements, students will earn the same Walden degree in either modality. See the Master of Business Administration (MBA) (Competency Based) page for program details.
Course-Based Program

Specializations

- Accounting
- Corporate Finance
- Entrepreneurship and Small Business
- Healthcare Management
- Human Resource Management
- Leadership
- Marketing
- Project Management
- Self-Designed
- Social Entrepreneurship and Innovation

Degree Requirements

MBA (including Fast Track)

- 30 total semester credits
- Core courses (27 sem. cr.)
- Capstone course (3 sem. cr.)

MBA With Specialization

- 30 total semester credits
- Core courses (18 sem. cr.)
- Specialization courses (9 sem. cr.)
- Capstone course (3 sem. cr.)

Note: Students who have earned a professional certification may be eligible to accelerate their MBA program. Speak with your enrollment specialist or student success advisor for more details.

MBA Curriculum

Core Courses (27 sem. cr.)

- WMBA 4990 - Business Essentials
- WMBA 6000 - Dynamic Leadership
- WMBA 6010 - Managing People and Promoting Collaboration
- WMBA 6020 - Fostering a Culture of Innovation
- WMBA 6030 - Managing Business Information Systems
- WMBA 6695 - Communication for Leaders and Managers
- WMBA 6040 - Improving Business Performance
- WMBA 6050 - Accounting for Management Decision Making
WMBA 6060 - Marketing for Competitiveness
WMBA 6070 - Managerial Finance

Capstone Course (3 sem. cr.)

WMBA 6990 - Capstone: Sustainable Business Practices and Strategies

MBA With Specialization Curriculum

Core Courses (18 sem. cr.)

WMBA 4990 - Business Essentials
WMBA 6000 - Dynamic Leadership
WMBA 6010 - Managing People and Promoting Collaboration
WMBA 6040 - Improving Business Performance
WMBA 6050 - Accounting for Management Decision Making
WMBA 6060 - Marketing for Competitiveness
WMBA 6070 - Managerial Finance

Specialization Courses (9 sem. cr.)

These courses are dependent upon the particular specialization. Please see the course list on each specialization page.

Capstone Course (3 sem. cr.)

WMBA 6990 - Capstone: Sustainable Business Practices and Strategies

Course Sequence

The recommended course sequence is as follows:

MBA

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>WMBA 4990 - Business Essentials</td>
<td>0 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>WMBA 6000 - Dynamic Leadership</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>WMBA 6010 - Managing People and Promoting Collaboration</td>
<td>3 sem. cr.</td>
</tr>
</tbody>
</table>
### Semester 2

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WMBA 6020 - Fostering a Culture of Innovation ◆</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>WMBA 6030 - Managing Business Information Systems ◆</td>
<td>3 sem. cr.</td>
</tr>
</tbody>
</table>

### Semester 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WMBA 6695 - Communication for Leaders and Managers ◆</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>WMBA 6040 - Improving Business Performance ◆</td>
<td>3 sem. cr.</td>
</tr>
</tbody>
</table>

### Semester 4

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WMBA 6050 - Accounting for Management Decision Making ◆</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>WMBA 6060 - Marketing for Competitiveness ◆</td>
<td>3 sem. cr.</td>
</tr>
</tbody>
</table>

### Semester 5

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WMBA 6070 - Managerial Finance ◆</td>
<td>3 sem. cr.</td>
</tr>
</tbody>
</table>

### MBA Fast Track

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>WMBA 4990 - Business Essentials</td>
<td>0 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>WMBA 6000 - Dynamic Leadership ◆</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>WMBA 6010 - Managing People and Promoting Collaboration ◆</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>WMBA 6020 - Fostering a Culture of Innovation ◆</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>2</td>
<td>WMBA 6030 - Managing Business Information Systems ◆</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>WMBA 6695 - Communication for Leaders and Managers ◆</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>Semester</td>
<td>Course</td>
<td>Credits</td>
</tr>
<tr>
<td>----------</td>
<td>--------------------------------------------</td>
<td>-----------</td>
</tr>
<tr>
<td></td>
<td>WMBA 6040 - Improving Business Performance</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>WMBA 6050 - Accounting for Management Decision Making</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>3</td>
<td>WMBA 6060 - Marketing for Competitiveness</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>WMBA 6070 - Managerial Finance</td>
<td>3 sem. cr.</td>
</tr>
</tbody>
</table>

**Note.** Fast Track students will see "B" suffix on course numbers (e.g., WMBA 6000B, WMBA 6020B).

**MBA With Specialization**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>WMBA 4990 - Business Essentials</td>
<td>0 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>WMBA 6000 - Dynamic Leadership</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>WMBA 6010 - Managing People and Promoting Collaboration</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>2</td>
<td>WMBA 6040 - Improving Business Performance</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>WMBA 6050 - Accounting for Management Decision Making</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>3</td>
<td>WMBA 6060 - Marketing for Competitiveness</td>
<td>3 sem. cr.</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>WMBA 6070 - Managerial Finance ◆</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>4</td>
<td>Specialization Course 1</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>Specialization Course 2</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>5</td>
<td>Specialization Course 3</td>
<td>3 sem. cr.</td>
</tr>
</tbody>
</table>

Accreditation

Walden University’s Master of Business Administration (MBA) program is accredited by the Accreditation Council for Business Schools and Programs (ACBSP). ACBSP is a leading specialized accreditation association that identifies and supports excellence in business education.

**Master of Business Administration (MBA) (Competency Based)**

Tempo Learning® is Walden’s competency-based education modality, an alternative way of earning a Walden degree offered for some Walden programs. Instead of courses, the Walden Tempo Learning® program is comprised of competencies and rigorous assessments. Students progress through the Tempo Learning® model by successfully passing competency assessments. A student must successfully achieve or master all competency assessments to graduate from the program.

Students earn the same Walden degree whether they choose the course-based or the competency-based modality.

Specializations

- Healthcare Management
- Project Management

Degree Requirements
30 total semester credits
Core competencies (27 sem. cr.)
Capstone (3 sem. cr.)

Core Curriculum

Core Competencies (27 sem. cr.)

WMBA 4990 - Business Essentials
BE001 Business Leadership, Management, and Ethics
   Recognize ethical, legal, leadership, and human resource issues in the business environment.
BE002 Accounting and Finance
   Explain key accounting and finance concepts in the business environment.
BE003 Economics and Quantitative Methods/Statistics
   Recognize economic and statistical concepts and methods used in business.
BE004 Information Systems Management and Global Dimensions of Business
   Identify factors that support managing information in a global business environment.
BE005 Marketing and Business Integration and Strategic Management
   Identify the relationship among strategic management, operations management, business integration, and marketing that enhances the effectiveness of marketing efforts.

WMBA 6000A - Dynamic Leadership
DL001 Dynamic Leadership Frameworks and Theories
   Evaluate leadership approaches through established leadership frameworks and theories.
DL002 Leadership and Followership
   Develop strategies for effective leadership and followership that incorporate best practices.
DL003 Leadership's Relationship to Management
   Synthesize personal values and experiences to support leadership development and ethical decision making.

WMBA 6010A - Managing People and Promoting Collaboration
MN001 Shaping a Positive and Inclusive Workplace
   Evaluate the role of managers in creating an engaging and inclusive workplace culture.
MN002 Developing Individual and Teams
Assess management strategies that promote development of individual employees and teams.

MN003 Managing Authenticly and Ethically
Synthesize a personal management code of ethics that focuses on diversity, inclusion, personal values, ethical management, and positive social change.

WMBA 6020A - Fostering a Culture of Innovation
FC001 Understanding Creativity and Innovation
Analyze the role of creativity and innovation in business practices.

FC002 Generating Breakthrough Ideas That Inspire Innovative Solutions
Develop leadership strategies that foster a culture of creativity and innovation in an organization.

FC003 Harnessing Creativity and Innovation to Develop a Successful Organizational Strategy
Appraise creative and innovative solutions to address an organizational challenge.

WMBA 6030A - Managing Business Information Systems
MB001 The Role and Value of Information Systems in Business
Evaluate strategies to drive strategic value from information technology.

MB002 Managing Data, Security, and Business Continuity
Evaluate approaches to support business continuity in the context of ethics, privacy, and security risks.

MB003 Aligning the Organization and Planning for the Future
Appraise the effects of organizational culture on information technology implementation and management.

WMBA 6695 - Communication for Leaders and Managers

MM001 Communication Begins With Who, Why, and How
Evaluate communication channels and mediums to communicate effectively for messaging purpose, audience, and context.

MM002 Interpersonal Communication
Apply appropriate verbal and nonverbal skills to communicate effectively in one-to-one communication.

MM003 Communicating Across and Beyond the Organization
Apply differentiated communication approaches to influence stakeholder perception and change, both within and beyond the organization.

WMBA 6040A - Improving Business Performance
IV001 Thinking in Systems for Organizational Improvement
Evaluate organizational problems using a systems thinking approach to support decision making and effective communication.

IV002 Improving Business Performance Through Systems Thinking
Develop a plan to manage and improve organizational performance that integrates a systems thinking approach.

IV003 Practicing Systems Thinking
Evaluate solutions to organizational challenges and opportunities in light of systems thinking, ethical reasoning, and management theory.

WMBA 6050A - Accounting for Management Decision Making
AM001 Budgeting for Decision Making
Analyze organizational performance in terms of strategic planning, forecasts, and budgets.

AM002 Costs, Prices, and Profits
Assess managerial accounting tools and measures to inform decision making.

AM003 Performance Measurements: Planet, People, and Profit
Evaluate the financial, social, and environmental performance of an organization using accounting measures and frameworks.

WMBA 6060A - Marketing for Competitiveness
MT001 Understanding the Customer, Products and Services, and Technology
Analyze the influence of creative and innovative marketing strategies on buyer behavior.

MT002 Linking Marketing and Strategy
Evaluate aspects of marketing strategy to support decision making and capture market share.

MT003 Marketing Impact on the Organizational Level
Propose marketing tactics to address market trends for a diverse audience.

WMBA 6070A - Managerial Finance
MF001 Multiple Perspectives of Financial Management
Appraise a publicly traded company’s practices related to global financial management.

MF002 Financial Analysis
Evaluate a company’s financial health and areas for improvement based on financial ratios.

MF003 Capital Budget in Finance
Analyze financial data related to short- and long-term financing needs for an organization.
Capstone Competency (3 sem. cr.)

WMBA 6990A - Capstone: Sustainable Business Practices and Strategies

SU001 Understanding the Organization
   Analyze aspects of organizational strategy development and implementation.

SU002 Evaluating Opportunities and the Organization’s Readiness
   Assess the effects of cross-functional strategic thinking on an organization’s performance and strategic advantage.

SU003 Articulating Organizational Strategy and Understanding the Individual’s Role
   Develop a strategic plan based on personal skills and knowledge for improved organizational performance.

Master of Healthcare Administration (MHA)

The healthcare system is experiencing a rapid transformation. With the implementation of the Patient Protection and Affordable Care Act, an aging population, and emerging new technologies, employment of medical and health services administrators and managers is projected to grow 23% from 2012 to 2022.

Today’s healthcare industry employers require effective, visionary leaders who can help them respond to the needs of their communities while optimizing organizational performance and outcomes. Our fully online Master of Healthcare Administration (MHA) degree program can put you at the forefront of the field and help you improve the experience of healthcare providers as well as patients.

As a leader in healthcare education, Walden is dedicated to meeting the needs of our students, the healthcare industry, and employers. The coursework in this online healthcare administration degree program explores the latest trends and allows you to develop the professional competencies expected by top healthcare organizations:

   Critical and creative thinking and problem solving
   Business and interpersonal communication
   Strategic planning
   Adaptability and collaboration
   Change management

Taught by doctoral level faculty, our MHA degree program features curriculum with multimedia that lends a real-world perspective to your online learning experience.

With a Master of Healthcare Administration degree from Walden, you can gain the skills and credentials that allow you to pursue healthcare leadership roles and make a difference in your organization and community.
Note: The Master of Healthcare Administration (MHA) program is offered in two different learning modalities: the course-based modality and the competency-based modality, Tempo Learning®.

Learning Outcomes

1. Utilize effective oral and written communication strategies as productive healthcare administrators
2. Analyze the components of effective health care delivery for diverse populations in the United States
3. Assess the effect of delivery of care on patient outcomes and equity for healthcare organizations
4. Analyze the impact of environmental factors on healthcare operations management
5. Assess the impact of emerging trends and innovation on healthcare organization’s performance
6. Apply critical thinking to solve healthcare administration challenges in considering the social determinants of health framework
7. Appraise strategic practices on achieving sustainable competitive advantage for healthcare organizations
8. Evaluate the role of healthcare administrators in improving health outcomes through facilitating social change

Competency-Based Education

In addition to the course-based option described below, students can choose to earn their Master of Healthcare Administration (MHA) through the competency-based education modality. Upon successful completion of program requirements, students will earn the same Walden degree in either modality. See the Master of Healthcare Administration (MHA) (Competency Based) page for program details.

Course-Based Program

Degree Requirements

53–68 total quarter credits (depending on whether a student chooses to complete an optional specialization)

Core courses (53 cr.)
Optional specialization (15 cr.)

Optional Specializations
Leadership and Organizational Development
Population Health
Social Entrepreneurship and Innovation
Systems and Policy Specialization

Curriculum

General Program

In the general Master of Healthcare Administration (MHA) program, you prepare to help your organization address the challenges of today's changing healthcare landscape. Through coursework, you will explore the regulations, laws, court decisions, and health policies that impact health service providers. You also examine and analyze the latest theories, technologies, and strategies in the field, focusing on developing the advanced business skills that today's healthcare employers need. Multimedia and case studies are integrated into the relevant curriculum to help you gain the knowledge and credentials to pursue healthcare leadership roles.

Core Courses (53 cr.)

- MMHA 6000 - Foundations of Healthcare Administration
- MMHA 6050 - Contemporary Topics in the U.S. Healthcare Delivery System
- MMHA 6200 - Principles of Population Health in Healthcare Administration
- MMHA 6300 - Law, Ethics, and Policy in Healthcare Administration
- MMHA 6400 - Healthcare Financial Management and Economics
- MMHA 6600 - Healthcare Informatics and Technology Management
- MMHA 6700 - Healthcare Operations Management
- MMHA 6800 - Marketing Management and Business Communication for Healthcare Administrators
- MMHA 6900 - Healthcare Quality Management
- MMHA 6999 - Strategic Planning in Healthcare Administration

The recommended course sequence is as follows:

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>MMHA 6000 - Foundations of Healthcare Administration*</td>
<td>3 cr.</td>
</tr>
<tr>
<td>Quarter</td>
<td>Course</td>
<td>Credits</td>
</tr>
<tr>
<td>---------</td>
<td>---------------------------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>2</td>
<td>MMHA 6050 - Contemporary Topics in the U.S. Healthcare Delivery System</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>MMHA 6200 - Principles of Population Health in Healthcare Administration</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>MMHA 6300 - Law, Ethics, and Policy in Healthcare Administration</td>
<td>5 cr.</td>
</tr>
<tr>
<td>4</td>
<td>MMHA 6600 - Healthcare Informatics and Technology Management</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>MMHA 6700 - Healthcare Operations Management</td>
<td>5 cr.</td>
</tr>
<tr>
<td>5</td>
<td>MMHA 6800 - Marketing Management and Business Communication for Healthcare Administrators</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>MMHA 6900 - Healthcare Quality Management</td>
<td>5 cr.</td>
</tr>
<tr>
<td>6</td>
<td>MMHA 6999 - Strategic Planning in Healthcare Administration</td>
<td>5 cr.</td>
</tr>
</tbody>
</table>

*Students enrolling in a midterm start date will take MMHA 6000A, a 6-week version of this course by itself in their first term.

**Note on Licensure**

*The Master of Healthcare Administration is not a licensure leading program and does not prepare an individual to become a licensed professional in healthcare administration, healthcare leadership, nursing home administration, or other similar positions.*

**Master of Information Systems Management (MISM)**

*This program is not currently accepting new students.*

The Master of Information Systems Management program integrates management and technical training to prepare students for IT-related senior management positions. After developing basic networking, programming, and database management skills in core courses, students learn to manage IT projects and teams across multiple organizations,
develop business strategies that provide a competitive advantage, and secure information systems and assets. After completing the four core courses, students are eligible to receive the Graduate Certificate in Information Systems at no additional cost. Upon completion of the full program, students are prepared to design and lead the information systems, resources, and personnel that are critical to organizations' effectiveness and success.

Learning Outcomes

At the end of this program, students will be able to:

- Design appropriate software system structures in response to application needs, organizational environment, and technical ecology.
- Make appropriate design choices based on system, service, and business process needs.
- Analyze social, legal, ethical, and professional issues in business and technical decision making.
- Employ best communication practices with business partners, users, customers, and third-party providers.
- Use sound evaluation practices to select appropriately among competing technologies and technical approaches.
- Manage business processes through analysis, design, and optimization in response to organizational needs.

Degree Requirements

30 total semester credits

Curriculum

NSEI 6030 - Principles of Programming
NSEI 6113 - Information Technology in the Organization
NSEI 6115 - Computer Networking and Operating Systems
NSEI 6145 - Enterprise Database Design
NSEI 6511 - Information Systems Project Management
NSEI 6561 - Service and Sourcing Management
NSEI 6712 - Business Architecture and Process
NSEI 6713 - Business Strategy for Competitive Advantage
NSEI 6721 - Organizational and Social Dimensions of Information Systems
NSEI 6781 - Information Security Governance

Course Sequence
The recommended course sequence is as follows:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>NSEI 6113 - Information Technology in the Organization</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>NSEI 6115 - Computer Networking and Operating Systems</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>2</td>
<td>NSEI 6030 - Principles of Programming</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>NSEI 6145 - Enterprise Database Design</td>
<td>3 sem. cr.</td>
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<td>3</td>
<td>NSEI 6712 - Business Architecture and Process</td>
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<td></td>
<td>NSEI 6721 - Organizational and Social Dimensions of Information Systems</td>
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<td>5</td>
<td>NSEI 6781 - Information Security Governance</td>
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</tr>
<tr>
<td></td>
<td>NSEI 6561 - Service and Sourcing Management</td>
<td>3 sem. cr.</td>
</tr>
</tbody>
</table>

**MS in Accounting**

This program is not currently accepting new students.

The MS in Accounting program is focused on advanced accounting principles as well as current topic analyses that form a basis for improved decision-making and analytical capability. This program is geared toward accounting professionals who desire to refine and increase their knowledge in accounting topics. These individuals may be working as public accountants, in private practice, in government, or in nonprofit organizations. The
core courses in the MS in Accounting program focus on developing skills in accounting research and communication, legal and ethical analysis, and managerial accounting with a focus on organization-wide performance. This degree program also has content aligned with professional certifications such as CPA, CIA, CFE, CFA, and CMA.

The MS in Accounting program is results-oriented and extends beyond theories and conceptual understanding to practical application. Advanced learning outcomes are achieved through a live research and case study methodology that will provide learners with the skills necessary to thrive in a rapidly changing profession.

Learning Outcomes

At the end of this program, students will be able to:

- Assess the impact of managerial decisions in organizational contexts using research techniques and results.
- Communicate effectively about accounting and business practices, demonstrating knowledge of and respect for a variety of audiences.
- Effectively employ quantitative and analytical skills essential in the accounting profession.
- Construct alternative solutions to unique accounting situations and challenges.
- Evaluate accounting and business practices from ethical, legal, and regulatory perspectives, considering diverse stakeholders and competing interests.
- Appraise the mission-critical role the accounting professional has as an active partner in supporting the goals and needs of the organization.
- Evaluate opportunities accounting professionals have to promote sustainable, socially aware organizations.

Specializations

- Accounting for the Professional
- Accounting With CPA Emphasis
- Self-Designed

Degree Requirements

- 30 total semester credits
  - Core courses (15 sem. cr.)
  - Specialization courses (15 sem. cr.)

Curriculum
Core Courses (15 sem. cr.)

ACCT 4990 - Business Essentials
ACCT 6000 - Decision-Making Tools for Today's Financial Professional
ACCT 6010 - Analysis and Communication for the Financial Professional
ACCT 6020 - Legal and Ethical Issues in Accounting and Finance
ACCT 6130 - Managerial Accounting for Organizational Performance
ACCT 6140 - Current Trends in Accounting Standards

Specialization Courses (15 sem. cr.)

These courses are dependent upon the particular specialization. Please see the course list on each specialization page.

Course Sequence

The sequence of courses for this program is dependent upon the specialization. Please see the course sequence chart on each specialization page.

Accreditation

Walden's MS in Accounting program is accredited by ACBSP and has earned the organization's Specialized Accounting Accreditation. ACBSP is a leading specialized accreditation association that identifies and supports excellence in business education.

Note on Licensure

Most states require individuals to complete 150 semester (225 quarter) hours in certain subject areas in order to be eligible to sit for the Certified Public Accountant (CPA) exam and/or obtain a CPA license. Walden's accounting programs can help graduates progress toward meeting those requirements. The BS in Accounting offers 120 quarter (80 semester) credit hours that include upper-level courses in topics such as financial accounting, auditing, taxation, and management accounting. The MS in Accounting offers 30 semester (45 quarter) credit hours, while the MBA Accounting specialization offers nine semester (13.5 quarter) credit hours. These programs include graduate courses in topics such as financial accounting, managerial accounting, and legal and ethical accounting practices. This will require students to complete additional coursework to meet state requirements.

In each state, there are specific policies that must be followed when an individual is seeking to become a licensed accountant. Some states will not allow individuals who complete the Walden accounting programs to sit for the CPA licensing exams due to state-specific issues such as professional accreditation or face-to-face instruction. For
information on the educational requirements for your state, refer to the state’s Board of Accountancy or related agency.

Walden enrollment specialists can provide guidance about accountant licensure; however, it remains the responsibility of the individual enrolling in the program to read, understand, and comply with the licensure requirements in the state where he or she resides. Additionally, prospective students are advised if they choose to relocate to carefully review, evaluate, and understand the requirements of the applicable licensure board in the state in which they intend to relocate.

Walden University can make no representation, warranty, guarantee, or commitment that successful completion of a Walden program, or coursework for credit within a program, will make a graduate eligible to sit for a licensure exam or to obtain state licensure.

MS in Communication

This program is not currently accepting new students.

Through a curriculum aligned with the latest communication practices and theories, the MS in Communication program prepares students for challenging careers in marketing, public relations, social media, and related fields. Coursework focuses on how to create engaging messages for local, national, and global audiences and translate that messaging into various media. Students also explore how to strategize, execute, and measure integrated communication plans using both traditional and digital channels.

Learning Outcomes

Graduates of the MS in Communication program will be prepared to:

- Critically analyze media from producer and consumer perspectives.
- Apply communication theories and principles effectively.
- Use appropriate traditional and digital media to attain desired results.
- Demonstrate an understanding of how the regulatory environment impacts the communication field.
- Evaluate communication plans and activities.
- Implement communication plans and activities that will result in achievement of organizational goals.
- Practice ethically in the field of communication.
- Communicate professionally with stakeholders.
- Use the creative process to solve organizational issues.

Degree Requirements
30 total credits
Core Courses (24 sem. cr.)
Elective Course (3 sem. cr.)
Capstone Course (3 sem. cr.)

Curriculum

Core Courses (24 sem. cr.)

COMM 6100 - Communication Theory in Practice: Here and Now
COMM 6110 - Media Effects: Mass Media in Modern Society
COMM 6130 - Communicating Using Social and Digital Media
COMM 6150 - Interpersonal Communication
COMM 6160 - Creative Strategy and Execution: From Brief to Presentation
COMM 6170 - Public Relations Concepts and Strategy
COMM 6180 - Crisis Communication

Elective Course (3 sem. cr.)

Students select one course from the list of electives.

COMM 6501 - Brand and Product Management
COMM 6502 - Practices in Project Management
COMM 6503 - Stakeholder Management and Organizational Behavior
COMM 6504 - Managing People and Promoting Collaboration
COMM 6505 - Fostering a Culture of Innovation
COMM 6506 - Personal Leadership: Mentoring and Coaching
COMM 6507 - Analysis and Communication for the Financial Professional

Capstone Course (3 sem. cr.)

COMM 6900 - Communication Capstone

Course Sequence

The recommended course sequence is as follows:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>COMM 6100 - Communication Theory in Practice: Here and Now</td>
<td>3 sem. cr.</td>
</tr>
</tbody>
</table>
### Semester 2

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 6110 - Media Effects: Mass Media in Modern Society</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>COMM 6130 - Communicating Using Social and Digital Media</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>COMM 6150 - Interpersonal Communication</td>
<td>3 sem. cr.</td>
</tr>
</tbody>
</table>

### Semester 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>COMM 6160 - Creative Strategy and Execution: From Brief to Presentation</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>COMM 6170 - Public Relations Concepts and Strategy</td>
<td>3 sem. cr.</td>
</tr>
</tbody>
</table>

### Semester 4

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>COMM 6190 - Marketing Communications, Storytelling, and Persuasion</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>COMM 6180 - Crisis Communication</td>
<td>3 sem. cr.</td>
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</table>

### Semester 5

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective Course</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>COMM 6900 - Communication Capstone</td>
<td>3 sem. cr.</td>
</tr>
</tbody>
</table>

### Note on Accreditation

At the master's level, Walden University's Master of Business Administration (MBA), MS in Accounting, and MS in Finance are the only programs accredited by the Accreditation Council for Business Schools and Programs (ACBSP). The MS in Communication is not accredited by the ACBSP. Please visit our Accreditation page to see the list of Walden accreditations.

**MS in Cybersecurity**

This program is not currently accepting new students.
The MS in Cybersecurity program equips students with the real-world training to monitor, detect, and manage today's dangerous digital threats. Through courses developed in collaboration with IBM, students focus on:

- The latest cybersecurity technology and the practical application of this technology in the context of business information and real-world problems.
- Mastering specialized business, compliance, and management principles along with the technical skills needed to compete for desirable cybersecurity jobs.
- Hands-on learning through realistic threat simulations. Students learn by doing and build practical skills that are immediately applicable in the workplace.

Students also explore groundbreaking advances in cyber forensics, cybercrime prevention, and secure coding as they build the confidence to lead critical cybersecurity initiatives and cross-functional teams.

Learning Outcomes

Upon completion of the MS in Cybersecurity, students will be able to:

- Evaluate emerging technical developments that apply to cybersecurity.
- Evaluate the role of cybersecurity elements within the context of the modern workplace.
- Examine cryptography elements for practical application in both commercial and non-commercial settings.
- Critique cybersecurity strategies that can be deployed to prevent cybercrime.
- Examine computer forensics elements for their practical usage in both commercial and non-commercial organizations.
- Evaluate management processes that can be deployed to prevent or limit potential cyber-attacks in the workplace.

Degree Requirements

30 total semester credits

Curriculum

CSEC 6005 - The Global Technology Environment
CSEC 6215 - Security Risk Management
CSEC 6175 - Software Testing and Quality Assurance
CSEC 6190 - Foundations of Intelligent Systems
CSEC 6210 - Cloud Computing
CSEC 6270 - Cyber Forensics
CSEC 6255 - Cybercrime Prevention and Protection
CSEC 6635 - Secure Coding
CSEC 6670 - Security Engineering and Compliance
CSEC 6735 - Applied Cryptography

Course Sequence

The recommended course sequence is as follows:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>CSEC 6005 - The Global Technology Environment</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>1</td>
<td>CSEC 6215 - Security Risk Management</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>2</td>
<td>CSEC 6210 - Cloud Computing</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>2</td>
<td>CSEC 6175 - Software Testing and Quality Assurance</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>3</td>
<td>CSEC 6190 - Foundations of Intelligent Systems</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>3</td>
<td>CSEC 6670 - Security Engineering and Compliance</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>4</td>
<td>CSEC 6735 - Applied Cryptography</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>4</td>
<td>CSEC 6270 - Cyber Forensics</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>5</td>
<td>CSEC 6255 - Cybercrime Prevention and Protection</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>5</td>
<td>CSEC 6635 - Secure Coding</td>
<td>3 sem. cr.</td>
</tr>
</tbody>
</table>

**MS in Data Science**

This program is not currently accepting new students.

The MS in Data Science program empowers students with the specialized skills needed to turn raw information into valuable business insights. Through courses developed in collaboration with IBM, students focus on:

- Using digital data and tools to analyze and ethically solve pressing problems in any organization or industry.
- Learning how to collect, analyze, and visualize data, and communicate insights to diverse stakeholders.
- Building practical, immediately applicable skills through interactive case studies, visualizations, and applications.
Walden’s MS in Data Science program is focused on responsible data management practices and the ethical use of data to address business challenges.

Learning Outcomes

Upon completion of the MS in Data Science, students will be able to:

- Evaluate emerging technical developments that apply to data science.
- Analyze current technologies that provide practical solutions to data science problems.
- Evaluate the role of supporting technologies for data science in data driven decision-making.
- Analyze legal, ethical, professional and social issue elements within the domain of data science.
- Differentiate how the techniques and tools of big data predictive analytics can be used to add "business value" in data driven decision-making in the modern work place.

Degree Requirements

30 total semester credits

Curriculum

- DSCI 6005 - The Global Technology Environment
- DSCI 6190 - Foundations of Intelligent Systems
- DSCI 6210 - Cloud Computing
- DSCI 6240 - Advanced Database Systems
- DSCI 6245 - Big Data
- DSCI 6265 - Data Mining
- DSCI 6401 - Statistical Concepts for Big Data
- DSCI 6655 - Data Warehousing and Business Intelligence
- DSCI 6665 - Predictive Analytics for Decision Making
- DSCI 6685 - Data Visualization

Course Sequence

The recommended course sequence is as follows:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>DSCI 6005 - The Global Technology Environment</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>DSCI 6655 - Data Warehousing and Business Intelligence</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>Semester</td>
<td>Course</td>
<td>Credits</td>
</tr>
<tr>
<td>----------</td>
<td>--------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>2</td>
<td>DSCI 6401 - Statistical Concepts for Big Data</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>DSCI 6245 - Big Data</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>3</td>
<td>DSCI 6265 - Data Mining</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>DSCI 6685 - Data Visualization</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>4</td>
<td>DSCI 6665 - Predictive Analytics for Decision Making</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>DSCI 6210 - Cloud Computing</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>5</td>
<td>DSCI 6240 - Advanced Database Systems</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>DSCI 6190 - Foundations of Intelligent Systems</td>
<td>3 sem. cr.</td>
</tr>
</tbody>
</table>

**MS in Finance**

This program is not currently accepting new students.

The MS in Finance program is designed to prepare students to advance their careers as effective finance professionals with the relevant knowledge and specialized skills to meet the needs of employers and industry today. Emphasizing a practical approach, the program is taught by industry experts and combines case studies, group discussion, and project-based learning. Graduates will be positioned for careers in corporate finance, investment banking, financial management, financial markets, securities firms, government, and other settings. The program offers three specializations that align with careers in the field: Chartered Financial Analyst (CFA®), Certified Financial Planner (CFP®), and Finance for the Professional (Self-Designed). Through a capstone course, the CFA and CFA specializations feature simulation experiences designed to prepare students to sit for the internationally recognized CFA or CFP exams.

**Learning Outcomes**

Graduates of the MS in Finance program will be prepared to:

- Demonstrate the analytical skills essential for the financial professional.
- Employ communication strategies that display an acute awareness of the needs of the intended audiences.
- Evaluate financial problems to provide reliable recommendations for decision making.
Evaluate risk and return strategies in the context of an organization’s mission and objectives.
Apply appropriate principles of valuation to major financial assets and securities.
Demonstrate the ability to develop recommendations for investment and financial policies to maximize firm value.
Employ financial knowledge to promote sustainable, socially aware organizations and ethical decision making.

Specializations

Finance With CFA/Investment Emphasis
Finance With Certified Financial Planner™ (CFP®)* Emphasis
Finance for the Professional

Degree Requirements

30 total semester credits
- Core courses (12 sem. cr.)
- Specialization courses (18 sem. cr.)

Core Courses (12 sem. cr.)

- FNCE 4990 - Business Essentials
- FNCE 6000 - Decision-Making Tools for Today's Financial Professional
- FNCE 6010 - Analysis and Communication for the Financial Professional
- FNCE 6020 - Legal and Ethical Issues in Accounting and Finance
- FNCE 6030 - Managerial Finance

Course Sequence

The recommended course sequence is as follows:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>FNCE 4990 - Business Essentials</td>
<td>0 sem. cr.</td>
</tr>
<tr>
<td>Semester</td>
<td>Course</td>
<td>Credits</td>
</tr>
<tr>
<td>----------</td>
<td>------------------------------------------------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>2</td>
<td>FNCE 6010 - Analysis and Communication for the Financial Professional♦</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>FNCE 6020 - Legal and Ethical Issues in Accounting and Finance♦</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>FNCE 6030 - Managerial Finance♦</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>3</td>
<td>Specialization Course 1</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>Specialization Course 2</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>4</td>
<td>Specialization Course 3</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>Specialization Course 4</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>5</td>
<td>Specialization Course 5</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>Specialization Course 6</td>
<td>3 sem. cr.</td>
</tr>
</tbody>
</table>

Accreditation

Walden University’s MS in Finance program is accredited by the Accreditation Council for Business Schools and Programs (ACBSP). ACBSP is a leading specialized accreditation association that identifies and supports excellence in business education.

**MS in Human Resource Management (students beginning program Fall 2019 or later)**

The MS in Human Resource Management (HRM) program has been designed for learners who may want to pursue a career in HRM as well as HRM professionals who choose to expand their skills and knowledge. The program offers two tracks: Track I is designed for those who are newer to the HRM field and need a comprehensive
perspective on HRM, while Track II is intended for those with more experience who want to customize their program of study to align with this experience and their career interests.

The program adopts a human capital perspective throughout. Learners prepare to oversee, develop, and manage the human capital of small to large organizations, thereby addressing the vital roles of the human resource (HR) professional in both operational and strategic settings. Students have the opportunity to develop and enhance critical management, strategic, organizational, and analytical skills. Through simulation experiences of reality-based scenarios as well as traditional curricula, learners consider best practices and emerging trends in the specializations found within HRM. The program of study aligns with the competencies curriculum specified by the Society for Human Resource Management (SHRM).

Note: The MS in Human Resource Management program is offered in two different learning modalities: the course-based modality and the competency-based modality, Tempo Learning®.

Note: Students who begin their program in Fall 2019 or later undertake the redesigned MS in Human Resource Management curriculum below. Students enrolled prior to Fall 2019 continue under the previous program of study.

Learning Outcomes

Demonstrate human resources knowledge in relation to being an internal strategic partner.
Evaluate the strategic role of human resources in creating organizational capacity and agility.
Examine the role of human resources in legal and regulatory compliance of an organization.
Appraise the role of human resources in change management.
Evaluate the role of human resources in facilitating social change opportunities.
Demonstrate an understanding of human resource leadership responsibilities as an internal strategic partner.

Competency-Based Education

In addition to the course-based option described below, students can choose to earn their MS in Human Resource Management through the competency-based education modality. Upon successful completion of program requirements, students will earn the
same Walden degree in either modality. See the MS in Human Resource Management (Competency Based) page for program details.

Course-Based Program

Track I

Degree Requirements

30 total semester credits
Core courses (27 sem. cr.)
Capstone course (3 sem. cr.)

Curriculum

Core Courses (27 cr.)

- MHRM 6101 - Foundations of Human Resource Management
- MHRM 6201 - Individual and Organizational Performance Management
- MHRM 6301 - Legal and Regulatory Environment
- MHRM 6401 - Human Resource Analytics
- MHRM 6501 - Conflict Management and Negotiation
- MHRM 6601 - Benefits, Compensation, and Resource Allocation
- MHRM 6701 - Strategic Positioning and Social Change
- MHRM 6751 - Global and Cultural Effectiveness
- MHRM 6801 - Organizational Effectiveness and Leadership

Capstone Course (3 sem cr.)

Choose one of the options below.
- MHRM 6901 - Capstone: Strategic Human Resource Management
- MHRM 6902 - Capstone: Meeting SHRM Competencies

Course Sequence (Track I)

The recommended course sequence is as follows:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>MHRM 6101 - Foundations of Human Resource Management</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>Semester</td>
<td>Course</td>
<td>Credits</td>
</tr>
<tr>
<td>----------</td>
<td>------------------------------------------------------------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>2</td>
<td>MHRM 6201 - Individual and Organizational Performance Management  ◈</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>MHRM 6301 - Legal and Regulatory Environment ◈</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>MHRM 6401 - Human Resource Analytics ◈</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>3</td>
<td>MHRM 6501 - Conflict Management and Negotiation ◈</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>MHRM 6601 - Benefits, Compensation, and Resource Allocation ◈</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>4</td>
<td>MHRM 6701 - Strategic Positioning and Social Change ◈</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>MHRM 6751 - Global and Cultural Effectiveness ◈</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>5</td>
<td>MHRM 6801 - Organizational Effectiveness and Leadership ◈</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>MHRM 6901 - Capstone: Strategic Human Resource Management OR MHRM 6902 - Capstone: Meeting SHRM Competencies</td>
<td>3 sem. cr.</td>
</tr>
</tbody>
</table>

Track II (for certified HR professionals)

Degree Requirements

30 total semester credits
Core courses (12 sem. cr.)
Elective courses (15 sem. cr.)
Capstone course (3 sem. cr.)

Curriculum
Core Courses (12 sem. cr.)

- MHRM 6101 - Foundations of Human Resource Management
- MHRM 6201 - Individual and Organizational Performance Management
- MHRM 6301 - Legal and Regulatory Environment
- MHRM 6401 - Human Resource Analytics

Elective Courses (15 sem. cr.)

Select five courses from the list below.

- MHRM 6501 - Conflict Management and Negotiation
- MHRM 6510 - Personal Leadership: Mentoring and Coaching
- MHRM 6601 - Benefits, Compensation, and Resource Allocation
- MHRM 6610 - Aligning Human Resources With Business Operations
- MHRM 6611 - Managing People and Promoting Collaboration
- MHRM 6625 - Building Human Capital Through Training and Development
- MHRM 6701 - Strategic Positioning and Social Change
- MHRM 6751 - Global and Cultural Effectiveness
- MHRM 6801 - Organizational Effectiveness and Leadership

Capstone Course (3 sem. cr.)

Choose one of the options below.

- MHRM 6901 - Capstone: Strategic Human Resource Management
- MHRM 6902 - Capstone: Meeting SHRM Competencies

Course Sequence (Track II)

The recommended course sequence is as follows:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>MHRM 6101 - Foundations of Human Resource Management</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>MHRM 6201 - Individual and Organizational Performance Management</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>2</td>
<td>MHRM 6301 - Legal and Regulatory Environment</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>MHRM 6401 - Human Resource Analytics</td>
<td>3 sem. cr.</td>
</tr>
</tbody>
</table>

Walden University Catalog (March 2022)
<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Elective</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>4</td>
<td>Elective</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>5</td>
<td>Elective</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>MHRM 6901 - Capstone: Strategic Human Resource Management OR MHRM 6902 - Capstone: Meeting SHRM Competencies</td>
<td>3 sem. cr.</td>
</tr>
</tbody>
</table>

**Note on Accreditation**

At the master's level, Walden University’s Master of Business Administration (MBA), MS in Accounting, and MS in Finance are the only programs accredited by the Accreditation Council for Business Schools and Programs (ACBSP). The MS in Human Resource Management program is not accredited by the ACBSP. Please visit our Accreditation page to see the list of Walden accreditations.

**MS in Human Resource Management (students beginning program prior to Fall 2019)**

The MS in Human Resource Management program was designed for students who want to enter the field or those who want to grow and expand their existing careers in human resources. The program applies a human capital development and management approach throughout all of its specializations and courses. Students prepare to oversee, develop, and manage the human capital of small to large organizations, thereby addressing the vital roles of the human resource professional within an operations and strategy setting. Students have the opportunity to develop and enhance critical management, strategic, organizational, and analytical skills through one of three specializations, which are based on industry needs and traditional curricula. Each
specialization aligns with the recommended curriculum and skill development needs of human resource professionals as identified by the Society for Human Resource Management (SHRM).

Note: The School of Management redesigned the MS in Human Resource Management program effective Fall 2019. The specializations following the curriculum below—Functional Human Resource Management, Integrating Functional and Strategic Human Resource Management, Organizational Strategy—are no longer accepting new students. Only students enrolled in the MS in Human Resource Management program in Summer 2019 or earlier are eligible for this version of the program. Students who begin their program in Fall 2019 or later will be enrolled in the MS in Human Resource Management redesigned curriculum.

Learning Outcomes

At the end of the program, students will be able to:

Apply the theoretical and practical aspects of human resource management to formulate strategies that will enable organizations to achieve both operational and strategic goals related to the organization’s human capital.
Deploy appropriate HRM metrics and other HRM analytics to make informed decisions that enhance the effectiveness of the recruitment, training, development, and retention of human resources and align the HRM strategy with the overall organizational strategy and purpose.
Appraise and apply techniques in talent management that human resource professionals may use to facilitate effective position planning, talent selection, placement, compensation and rewards, as well as retention.
Propose mediation or negotiation strategies that lead to positive, ethical outcomes and demonstrate scrupulous consideration of perceived points of conflict; differences in values, beliefs, and cultures; or divergence of goals.
Assess opportunities to improve and sustain organizational performance through strategic thinking and management, the development of human capital, the allocation of physical and financial resources.
Exhibit the ability to make reasoned, ethical decisions based on professional standards and practices for ethical conduct, legal requirements, and regulatory guidelines in human resource management that are in the best interest of the individual, the organization, the environment, and society as a whole.
Propose systematic, systemic, and sustainable solutions to complex business problems related to human capital and human resource needs and issues by applying critical-thinking and analytical skills.
Specializations

General Program (below)
Functional Human Resource Management
Integrating Functional and Strategic Human Resource Management
Organizational Strategy

Track I

Degree Requirements

30 total semester credits for General program
Core courses (27 sem. cr.)
Optional specializations, three courses (9 additional sem. cr.)
Capstone course (3 sem. cr.)

Curriculum

Core Courses (27 sem. cr.)

MHRM 6110 - Talent Management
MHRM 6120 - Human Resource Metrics
MHRM 6130 - Negotiation and Conflict Resolution
MHRM 6140 - Budgeting and Resource Allocation
MHRM 6600 - Performance Management
MHRM 6605 - Strategic Human Resource Management
MHRM 6635 - Managing Business Partner Relationships
MHRM 6645 - Building Organizational Capacity Through Succession Planning

Specialization Courses (9 sem. cr.)

These courses are dependent upon the particular specialization. Please see the course list on each specialization page.

Capstone Course (3 sem. cr.)

MHRM 6900 - Capstone: Human Resource Planning in Action

Course Sequence (Track I)

The recommended course sequence is as follows:
<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>MHRM 6100 - Foundations of Human Capital Development</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>MHRM 6110 - Talent Management</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>2</td>
<td>MHRM 6120 - Human Resource Metrics</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>MHRM 6600 - Performance Management</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>3</td>
<td>MHRM 6130 - Negotiation and Conflict Resolution</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>MHRM 6140 - Budgeting and Resource Allocation</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>4</td>
<td>MHRM 6605 - Strategic Human Resource Management</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>MHRM 6635 - Managing Business Partner Relationships</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>5</td>
<td>MHRM 6645 - Building Organizational Capacity Through Succession Planning</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>With Optional Specialization</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Specialization Course 1</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>Specialization Course 2</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>7</td>
<td>Specialization Course 3</td>
<td>3 sem. cr.</td>
</tr>
</tbody>
</table>

Walden University Catalog (March 2022)
Track II (for Certified HR Professionals)

Degree Requirements

30 total semester credits

  Core courses (12 sem. cr.)
  Elective courses (15 sem. cr.)
  Capstone course (3 sem. cr.)
  Optional specialization courses (9 sem. cr.)

Curriculum

Core Courses (12 sem. cr.)

  MHRM 6110 - Talent Management
  MHRM 6120 - Human Resource Metrics
  MHRM 6600 - Performance Management

Elective Courses (15 sem. cr.)

Students select five 3-semester-credit courses from the list below.

  MHRM 6130 - Negotiation and Conflict Resolution
  MHRM 6140 - Budgeting and Resource Allocation
  MHRM 6605 - Strategic Human Resource Management
  MHRM 6635 - Managing Business Partner Relationships
  MHRM 6645 - Building Organizational Capacity Through Succession Planning
  MHRM 6625 - Building Human Capital Through Training and Development
  MHRM 6615 - Legal and Regulatory Environment of Human Resource Management
  MHRM 6630 - Benefits and Compensation
  MHRM 6610 - Aligning Human Resources With Business Operations
  MHRM 6640 - The Role of Human Resources in Mergers and Acquisitions
  MHRM 6611 - Managing People and Promoting Collaboration
  MHRM 6677 - Competing in the Global Economy

Capstone Course (3 sem. cr.)

  MHRM 6900 - Capstone: Human Resource Planning in Action

Course Sequence (Track II)

The recommended course sequence is as follows:
<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>MHRM 6100 - Foundations of Human Capital Development</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>MHRM 6110 - Talent Management</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>2</td>
<td>MHRM 6120 - Human Resource Metrics</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>MHRM 6600 - Performance Management</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>3</td>
<td>Elective</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>4</td>
<td>Elective</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>5</td>
<td>Elective</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>With Optional Specialization</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Specialization Course 1</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>Specialization Course 2</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>7</td>
<td>Specialization Course 3</td>
<td>3 sem. cr.</td>
</tr>
</tbody>
</table>

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**MS in Industrial and Organizational (I/O) Psychology**

Defined as the "scientific study of the workplace," industrial and organizational (I/O) psychology explores the impact of individual, group, and organizational psychology on workplace health, productivity, and effectiveness.

With a focus on practical application in the workplace, the MS in Industrial and Organizational (I/O) Psychology provides scholar-practitioners with an in-depth understanding of individual, group, and organizational behavior in the workplace; research design and analytical skills; and expertise applying evidence-based I/O practices in the diverse organizational settings.

Students have opportunities through their capstone projects to synthesize and apply knowledge gained in the program to a practical project designed to promote social change. Optional blended coursework provides opportunities for in-person feedback and hands-on practice, while specializations allow students to gain additional expertise in areas consistent with their interests and career goals.

The curriculum in this Master of Science program is designed to reflect the professional guidelines set forth by the Society for Industrial and Organizational Psychology (SIOP).

**Note:** The MS in Industrial and Organizational (I/O) Psychology program is offered in two different learning modalities: the course-based modality and the competency-based modality, Tempo Learning®.

**Learning Outcomes**

As graduates of this program, students will be able to:

- Describe behavior using current theory and research in industrial and organizational psychology.
- Articulate the uniqueness of the industrial/organizational psychology specialization including the history specific to this specialization.
- Discuss how key industrial and organizational issues impact organizations (i.e., issues such as selection, performance management, performance measurement, job analysis, individual behavior, leadership, motivation, organizational culture, work teams, and/or job attitudes).
- Explain the principles of basic research methods.
- Appropriately summarize the role of research in the field of industrial and organizational psychology.
- Apply ethical organizational intervention practices.
Appropriately select effective organizational interventions based on empirical evidence.
Summarize the influence of diverse populations on individual, group, and organizational behavior.
Apply principles of industrial and organizational psychology to scholarly and/or professional activities to promote lifelong learning.
Engage in practices that result in positive social change.

Competency-Based Education

In addition to the course-based option described below, students can choose to earn their MS in Industrial and Organizational (I/O) Psychology through the competency-based education modality. Upon successful completion of program requirements, students will earn the same Walden degree in either modality. See the MS in Industrial and Organizational (I/O) Psychology (Competency Based) page for program details.

Course-Based Program

Specializations

Consulting Psychology
Evidence-Based Coaching
General Practice
Human Resource Management
International Business
Self-Designed

Degree Requirements

48–50 total quarter credits
Foundation Course (3 cr.)
Core Courses (15 cr.)
Research Courses (10 cr.)
Specialization Courses (15–17 cr.)
Capstone Course (5 cr.)

Curriculum

Foundation Course (3 cr.)

IPSY 6002 - Foundations of Graduate Study in Psychology
Core Courses (15 cr.)

IPSY 6200 - Themes and Theories of I/O Psychology
IPSY 6480 - Psychology of Organizational Behavior
IPSY 6214 - Consulting for Organizational Change

Research Courses (10 cr.)

RSCH 6110 - Research Theory, Design, and Methods
RSCH 6210 - Quantitative Reasoning and Analysis

Specialization Courses (15–17 cr.)

These courses are dependent upon the particular specialization. Please see the course list on each specialization page.

Capstone Course (5 cr.)

IPSY 6393 - Capstone

Course Sequence

Students undertake courses in the following sequence.

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>IPSY 6002 - Foundations of Graduate Study in Psychology</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>IPSY 6200 - Themes and Theories of I/O Psychology</td>
<td>5 cr.</td>
</tr>
<tr>
<td>2</td>
<td>IPSY 6480 - Psychology of Organizational Behavior</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>IPSY 6214 - Consulting for Organizational Change</td>
<td>5 cr.</td>
</tr>
<tr>
<td>3</td>
<td>RSCH 6110 - Research Theory, Design, and Methods</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>Specialization Course</td>
<td>5–6 cr.</td>
</tr>
<tr>
<td>4</td>
<td>RSCH 6210 - Quantitative Reasoning and Analysis</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>Specialization Course</td>
<td>5–6 cr.</td>
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<tr>
<td>5</td>
<td>Specialization Course</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>IPSY 6393 - Capstone</td>
<td>5 cr.</td>
</tr>
</tbody>
</table>
Note on Licensure

The MS in Industrial and Organizational Psychology is not a licensure-leading program and does not prepare an individual to become a licensed psychology or counseling professional.

MS in Industrial and Organizational (I/O) Psychology (Competency Based)

Tempo Learning® is Walden's competency-based education modality, an alternative way of earning a Walden degree offered for some Walden programs. Instead of courses, the Walden Tempo Learning® program is comprised of competencies and rigorous assessments. Students progress through the Tempo Learning® model by successfully passing competency assessments. A student must successfully achieve or master all competency assessments to graduate from the program.

Students earn the same Walden degree whether they choose the course-based or the competency-based modality.

Specializations

General Practice

Degree Requirements

48 quarter credits
- Foundation Competencies (3 cr.)
- Core Competencies (15 cr.)
- Research Competencies (10 cr.)
- Specialization Competencies (15 cr.)
- Capstone competencies (5 cr.)

Curriculum

Foundation Competencies (3 cr.)

PSYC 6002 - Foundations of Graduate Study in Psychology
- GS001 Field of Psychology
  - Describe alignment of professional goals for positive social change.
- GS002 Academic Goals
  - Demonstrate skills to further academic goals.
- GS003 Professional Goals
  - Demonstrate skills to further professional goals.
Core Competencies (15 cr.)

IPSY 6200TL - Themes and Theories in Industrial and Organizational Psychology [Tempo Learning®-Specific Course]

TT001 Historical Development and Contemporary Industrial and Organizational Psychology
Analyze the historical development of industrial and organizational (I/O) psychology and how it has contributed to the contemporary practice of I/O psychology.

TT002 Industrial Psychology: Contemporary Themes, Models, and Theories and Their Application
Evaluate and apply contemporary themes, models, and theories related to the practice of industrial psychology in workplace settings and organizations.

TT003 Organizational Psychology: Contemporary Themes, Models, and Theories and Their Application
Evaluate and apply contemporary themes, models, and theories related to the practice of organizational psychology in workplace settings and organizations.

TT004 The Impact of Industrial and Organizational Psychology on Organizations
Evaluate how I/O models, theories, principles, and practices impact individual, group, and organizational behavior.

TT005 Cross-Cultural and Ethical Practice in Industrial and Organizational Psychology
Apply strategies, best practices, ethical guidelines, and laws to cross-cultural, ethical, and legal issues in the workplace.

IPSY 6214TL - Consulting for Organizational Development and Change [Tempo Learning®-Specific Course]

OD001 Foundations of Consulting for Organizational Development and Change: Theories and Models
Evaluate behavioral science theories and models of organizational development and consultation to issues faced by organizations.

OD002 Methods for Improving Performance
Evaluate methods for improving individual, group, practitioner, and organizational performance through consulting, coaching, ongoing learning, and change management within an organizational setting.

OD003 Consultation Practices and Intervention Planning
Evaluate consultation practices that apply to contracting, planning,
assessment, intervention, and evaluation within different levels of an organization.

OD004 Strategies and Applications for Addressing Organizational Development and Change Challenges
Recommend strategies and methods using the phases of consultation to address organizational change challenges.

OD005 Organizational Development Future Trends and Professional Development
Analyze strategies for professional development based on personal skills, preferences, and career objectives.

IPSY 6480 - Psychology of Organizational Behavior

OB001 Defining Organizational Behavior and Its Importance to the World of Work
Apply individual differences, group and team dynamics, and organizational change and development theories to organizational settings and explain the benefits to organizations.

OB002 Leadership, Power, and Structural Dynamics of Organizational Behavior
Evaluate impacts of globalization, organizational culture, leadership and power, diversity, and structural dynamics on employees and organizations.

OB003 Employee Behavior, Motivation, Personality, and Perceptions
Analyze ethical methods for assessing employee behavior, values, attitudes, moods, emotions, motivation, job satisfaction, and personalities in organizations.

OB004 Strategies for Addressing Organizational Behavior Challenges
Develop a method and/or process to address organizational behavior challenges related to resistance, conflict, competition, and change in organizations.

OB005 Organizational Behavior Professional Development and Social Change
Apply organizational behavior skills and knowledge to professional development of industrial and organizational psychology practitioners.

Research Competencies (10 cr.)

RSCH 6110 - Research Theory, Design, and Methods
RT001 Philosophy of Science, Theory, and Social Change
Analyze the roles of philosophy, theory, and social change in research.
RT002 Quantitative Research
Assess quantitative research studies for quality and for alignment among critical research components.

RT003 Qualitative Research
Assess qualitative research studies for quality and for alignment among critical research components.

RT004 Mixed Methods Research
Assess mixed methods research (MMR) studies for quality and for alignment among critical research components.

RSCH 6210 - Quantitative Reasoning and Analysis
QR001 Preliminary Statistics
Analyze data distributions.

QR002 Statistics to Compare Groups
Synthesize quantitative data in comparing groups using SPSS software.

QR003 Statistics to Examine Relationships Among Variables
Synthesize quantitative data to examine variable relationships using SPSS software.

Specialization Competencies (15 cr.)

These courses are dependent upon the particular specialization. Please see the course list on each specialization page.

Capstone Competencies (5 cr.)

IPSY 6393 - Capstone
IU001 Research Strategies
Analyze the research strategies that address contemporary issues or problems based on applied research in the field of psychology.

IU002 Issues or Problems in Psychology
Apply psychology to contemporary issues or problems in either the workplace, community, or world.

IU003 Literature Reviews
Synthesize literature related to the field of psychology that is focused on contemporary issues or problems in the workplace, community, or world.

Note on Curriculum

In an effort to ensure competencies are kept up to date and relevant to meet the learning outcomes of the program, the number and subject matter of individual competencies needed to satisfy program course requirements may change. However, program outcomes and the number and subject matter of courses
will not be impacted. As a result, the required competencies listed in a student’s individual learning plan may differ from what is currently listed in the catalog.

**MS in Information Technology**

This program is not currently accepting new students.

Offering a choice of five specializations, Walden’s MS in Information Technology program provides students with the advanced skills required for senior IT specialist and management positions. In core courses, students develop essential networking, programming, and database management skills. Students then choose advanced training in one of five high-demand specializations: Big Data Analytics, Health Informatics, Information Assurance and Cyber Security, Information Systems, or Software Engineering. After completing the four core courses, students are eligible to receive the Graduate Certificate in Information Systems at no additional cost. Upon completion of the full program, students are prepared to create, maintain, and secure information systems in a variety of settings.

**Learning Outcomes**

At the end of this program, students will be able to:

- Apply core information technology principles and practices.
- Apply best software engineering principles and practices to develop and maintain stable, secure, scalable, maintainable software.
- Work in geographically dispersed teams to produce effective solutions to complex information technology problems.
- Recommend appropriate information technology solutions based on organizational needs and an evaluation of alternatives.
- Identify and discuss professional, individual, organizational, societal, and regulatory implications of information systems and technology.
- Select technologies, policies, and procedures to assure the confidentiality, integrity, and availability of information and IT systems.

**Specializations**

- Big Data Analytics
- Health Informatics
- Information Assurance/Cyber Security
- Information Systems
- Software Engineering

**Degree Requirements**
30 total semester credits
Core Courses (12 sem. cr.)
Specialization Courses (18 sem. cr.)

Curriculum

Core Courses (12 sem. cr.)

ITEC 6111 - Information Technology in the Organization
ITEC 6115 - Computer Networking and Operating Systems
ITEC 6030 - Principles of Programming
ITEC 6145 - Enterprise Database Design

Specialization Courses (18 sem. cr.)

These courses are dependent upon the particular specialization. Please see the course list on each specialization page.

Course Sequence

The sequence of courses for this program is dependent upon the specialization. Please see the course sequence chart on each specialization page.

MS in Leadership

This program is not currently accepting new students.

The MS in Leadership program is designed to help leaders build the necessary knowledge base and skills to meet the ever-evolving challenges of a complex world. The content and activities encompassed in the leadership degree program help prepare leaders to seek and find innovative answers to novel problems and challenges; deploy effective strategies to facilitate change and manage conflict; and inspire individuals to work together toward a shared vision for a better future. Moreover, this program helps prepare students to create positive change through effective leadership.

Learning Outcomes

At the end of the program, students will:

- Apply leadership principles utilized to foster positive transformation of individuals and organizations.
- Effectively utilize communication strategies appropriate to intended audience.
- Assess relationship-building strategies used by leaders.
Evaluate holistic problem solving strategies that leaders use in complex environments.
Utilize effective self-reflections skills in order to continue a lifelong evaluation of personal leadership values, strengths, and goals.
Appraise techniques leaders facilitate effective collaboration necessary to lead others towards a common goal.
Evaluate appropriate social change leadership strategies.

Specializations

General Program (below)
Executive Leadership
Integrated Communication Skills for Leaders
Leader Development
Self-Designed

Degree Requirements

General program (30 total sem. cr.)*
Core courses (27 sem. cr.)
Optional specializations: three specialization courses (9 additional sem. cr.)
Capstone course (3 sem. cr.)

Curriculum

Core Courses (27 sem. cr.)

MMSL 6000 - Dynamic Leadership
MMSL 6105 - Finding Your Inner Leader
MMSL 6110 - Building Organizational Culture: Leaders as Architects
MMSL 6115 - Communication for Leaders and Managers
MMSL 6125 - Initiating and Managing Change
MMSL 6510 - Managing People and Promoting Collaboration
MMSL 6175 - Managing, Mediating, and Resolving Conflict
MMSL 6660 - Personal Leadership: Mentoring and Coaching
MMSL 6560 - Managing Business Partner Relationships

Specialization Courses (9 sem. cr.)

These courses are dependent upon the particular specialization. Please see the course list on each specialization page.
Capstone Course (3 sem. cr.)

MMSL 6905 - Capstone: A Case for Leaders as Change Agents

Course Sequence

The recommended course sequence is as follows:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>MMSL 6000 - Dynamic Leadership</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>MMSL 6105 - Finding Your Inner Leader</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>2</td>
<td>MMSL 6110 - Building Organizational Culture: Leaders as Architects</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>MMSL 6115 - Communication for Leaders and Managers</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>3</td>
<td>MMSL 6125 - Initiating and Managing Change</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>MMSL 6010 - Managing People and Promoting Collaboration</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>4</td>
<td>MMSL 6175 - Managing, Mediating, and Resolving Conflict</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>MMSL 6660 - Personal Leadership: Mentoring and Coaching</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>5</td>
<td>MMSL 6560 - Managing Business Partner Relationships</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>MMSL 6905 - Capstone: A Case for Leaders as Change Agents</td>
<td>3 sem. cr.</td>
</tr>
</tbody>
</table>

Optional Specializations

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Specialization Course 1*</td>
<td>3 sem. cr.</td>
</tr>
</tbody>
</table>

Walden University Catalog (March 2022)
<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Specialization Course 2*</td>
<td>3 sem. cr.</td>
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<tr>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Specialization Course 3*</td>
<td>3 sem. cr.</td>
</tr>
</tbody>
</table>

*Note: Courses in specializations must be taken in the sequence specified. Students should refer to course descriptions for more information on prerequisite requirements.

Note on Accreditation

At the master's level, Walden University’s Master of Business Administration (MBA), MS in Accounting, and MS in Finance are the only programs accredited by the Accreditation Council for Business Schools and Programs (ACBSP). The MS in Leadership program is not accredited by the ACBSP. Please visit our Accreditation page to see the list of Walden accreditations.

**MS in Management**

This program is not currently accepting new students.

Walden’s MS in Management program focuses on helping learners gain the managerial skills necessary to thrive in a rapidly changing world. Building on the fundamentals of quality management—sound, ethical decision making and solid communication—the program features a curriculum relevant to the real world and designed to enhance the learner's effectiveness as a manager within a wide range of organizations. Learners have the option to add three courses to the end of the program, allowing them to expand and deepen their core management knowledge through specialized study.

Learning Outcomes

At the end of this program, students will be able to:

- Assess strategies managers use to achieve organizational goals.
- Effectively utilize communication strategies appropriate to intended audience.
- Evaluate strategies managers use to create positive work environments.
- Appropriately synthesize a variety of relevant information to make sound managerial decisions.
- Utilize effective self-reflections skills in order to create professional and personal development plans.
- Appraise methods managers use to facilitate effective collaboration in support of organizational goals.
Assess how managerial skills and knowledge enable individuals to act as agents of positive social change.

Specializations

General Program (below)
Healthcare Management
Human Resource Management
Leadership
Marketing
Project Management
Strategy

Degree Requirements

30 total semester credits
Core courses (30 sem. cr.)
Optional specializations (9 additional sem. cr.)

Curriculum

Core Courses (30 sem. cr.)

MGMT 6101 - Managing First Things First
MGMT 6000 - Dynamic Leadership
MGMT 6010 - Managing People and Promoting Collaboration
MGMT 6115 - Communication for Leaders and Managers
MGMT 6140 - Initiating and Managing Change
MGMT 6175 - Managing, Mediating, and Resolving Conflict
MGMT 6135 - Harnessing the Power of Data and Information
MGMT 6110 - Critical Thinking for Effective Management
MGMT 6170 - Budgeting and Resource Allocation
MGMT 6905 - Capstone: Integrating Management Theory and Practice for Individual Action

Specialization Courses (9 sem. cr.)

These courses are dependent upon the particular specialization. Please see the course list on each specialization page.

Course Sequence

The recommended course sequence is as follows:
<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>MGMT 6101 - Managing First Things First</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>MGMT 6000 - Dynamic Leadership ◆</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>MGMT 6010 - Managing People and Promoting Collaboration ◆</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>MGMT 6115 - Communication for Leaders and Managers ◆</td>
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</tr>
<tr>
<td>3</td>
<td>MGMT 6140 - Initiating and Managing Change ◆</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>MGMT 6175 - Managing, Mediating, and Resolving Conflict ◆</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>MGMT 6135 - Harnessing the Power of Data and Information ◆</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>MGMT 6110 - Critical Thinking for Effective Management ◆</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>MGMT 6170 - Budgeting and Resource Allocation ◆</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>6</td>
<td>Specialization Course 1</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>Specialization Course 2</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Specialization Course 3</td>
<td>3 sem. cr.</td>
</tr>
</tbody>
</table>

**MS in Marketing**
This program is not currently accepting new students.

Featuring coursework grounded in established theory and current best practices, the MS in Marketing program examines a variety of traditional and digital tools and platforms and how they integrate into the marketing mix. Students explore customer understanding—the foundation for marketing planning and execution—and the importance of relationship marketing in customer retention. Other topics include the role of persuasion and storytelling in developing content, the creative process, leveraging the power of social media, and brand and product management. Students also examine marketing analytics as a way to inform strategic decision making. The program offers myriad hands-on project opportunities and culminates in the development of a strategic marketing plan.

Learning Outcomes

Graduates of the MS in Marketing program will be prepared to:

- Formulate statements of marketing opportunities to facilitate dialogue among stakeholders.
- Make ethically and socially responsible decisions.
- Collaborate with others from diverse perspectives in a business environment.
- Apply current trends to analyze marketing problems.
- Communicate professionally with stakeholders.
- Evaluate marketing decisions in a business environment.

Degree Requirements

30 semester credits

Curriculum (30 sem. cr.)

- MRKT 6100 - Integrated Marketing in the Digital Age
- MRKT 6110 - Digital Marketing
- MRKT 6120 - Relationship Marketing
- MRKT 6130 - Communicating Using Social and Digital Media
- MRKT 6135 - Harnessing the Power of Data and Information
- MRKT 6140 - Market Research and Customer Insights
- MRKT 6150 - Marketing Communications, Storytelling, and Persuasion
- MRKT 6160 - Design Thinking: Strategy and the Creative Process
- MRKT 6170 - Brand and Product Management
- MRKT 6900 - From Marketing Strategy to Execution

Course Sequence
The recommended course sequence is as follows:

<table>
<thead>
<tr>
<th>Semester</th>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>MRKT 6100 - Integrated Marketing in the Digital Age</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>MRKT 6110 - Digital Marketing</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>2</td>
<td>MRKT 6120 - Relationship Marketing</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>MRKT 6130 - Communicating Using Social and Digital Media</td>
<td>3 sem. cr.</td>
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<td>MRKT 6140 - Market Research and Customer Insights</td>
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<td>MRKT 6160 - Design Thinking: Strategy and the Creative Process</td>
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<td>MRKT 6170 - Brand and Product Management</td>
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<td>MRKT 6135 - Harnessing the Power of Data and Information</td>
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<td></td>
<td>MRKT 6900 - From Marketing Strategy to Execution</td>
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**MS in Project Management**

This program is not currently accepting new students.

Walden University’s MS in Project Management can help equip students with the skills needed to manage projects while leading diverse teams to help their organizations achieve their strategic goals. In this program, students will explore ways to communicate effectively with all stakeholders and will control project risks as they successfully develop and implement projects for their organizations.

**Learning Outcomes**

At the end of the program, students will be able to:

- Demonstrate the ability necessary to produce project management outputs in accordance with established practices for conducting projects within an organization.
- Develop project-based solutions to business problems and opportunities to achieve the strategic performance goals of an organization.
- Manage individual projects from initiation to closure that meet stakeholder requirements and achieve the objectives of the project.
- Synthesize the threats and opportunities of environmental factors into the creation of project and enterprise-level risk management plans.
- Evaluate the social change impact on social, economic, and environmental factors that contribute to sustainability in project management.
- Appropriately apply professional practices for ethical and socially responsible conduct by project management practitioners.

**Vision for MS in Project Management**

To create a community of scholars and networks of project managers who will benefit the scholastic and professional communities of project management, and their clients and organizations, worldwide.

**Mission for MS in Project Management**

The mission of the program is to provide a diverse community of career professionals with the opportunity to develop project management best practices as well as the business, communication, and leadership skills necessary to manage projects and teams for the purpose of helping organizations achieve strategic goals. Graduates of the program will also be provided an opportunity to transform themselves as scholar-practitioners so that they can effect positive social change in their families, communities, and around the world.

**Degree Requirements**
30 total semester credits
Core courses (27 sem. cr.)
Capstone course (3 sem. cr.)

Curriculum

Core Courses (27 sem. cr.)

- MSPM 6102 - Practices in Project Management
- MSPM 6125 - Project Scheduling
- MSPM 6130 - Budgeting and Management of Operations
- MSPM 6140 - Enterprise and Project Risk Management
- MSPM 6150 - Planning and Administering Project Contracts
- MSPM 6010 - Managing People and Promoting Collaboration
- MSPM 6160 - Stakeholder Management and Organizational Behavior
- MSPM 6180 - Business Process Management and Systems
- MSPM 6170 - Sustainability in Project, Portfolio, and Program Management

Capstone Course (3 sem. cr.)

- MSPM 6900 - Capstone: Social Impact in Project Management

Course Sequence

The recommended course sequence is as follows:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>MSPM 6102 - Practices in Project Management</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>MSPM 6125 - Project Scheduling</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>2</td>
<td>MSPM 6130 - Budgeting and Management of Operations</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>MSPM 6140 - Enterprise and Project Risk Management</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>3</td>
<td>MSPM 6150 - Planning and Administering Project Contracts</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>Semester</td>
<td>Course</td>
<td>Credits</td>
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</tr>
<tr>
<td>4</td>
<td>MSPM 6010 - Managing People and Promoting Collaboration</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>4</td>
<td>MSPM 6160 - Stakeholder Management and Organizational Behavior</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>5</td>
<td>MSPM 6170 - Sustainability in Project, Portfolio, and Program Management</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>5</td>
<td>MSPM 6900 - Capstone: Social Impact in Project Management</td>
<td>3 sem. cr.</td>
</tr>
</tbody>
</table>

**Note on Accreditation**

Walden’s MS in Project Management is accredited by the Global Accreditation Center (GAC) of the Project Management Institute (PMI)®. The GAC is the world’s leading specialized accrediting body for project management and related degree programs.

*The GAC Accredited Program seal is a mark of Project Management Institute, Inc.

At the master’s level, Walden University’s Master of Business Administration (MBA), MS in Accounting, and MS in Finance are the only programs accredited by the Accreditation Council for Business Schools and Programs (ACBSP). The MS in Project Management is not accredited by the ACBSP. Please visit our Accreditation page to see the list of Walden accreditations.

**MS in Software Engineering**

This program is not currently accepting new students.

The MS in Software Engineering program equips students with the advanced technical and leadership skills to oversee complex, large-scale development projects in the 2020s. Through courses developed in collaboration with IBM, students focus on:

- The application of engineering best practices to the design, development, testing, and evaluation of software systems.
- Developing cutting-edge expertise in security risk management, secure coding, big data analytics, and intelligent systems.
Learning practical, immediately applicable skills through interactive case studies, visualizations, and applications. In this master's program, hands-on programming labs give students the freedom to apply what they've learned in an authentic yet safe environment.

Learning Outcomes

Upon completion of the MS in Software Engineering, students will be able to:

- Evaluate emerging technical developments that apply to software engineering.
- Evaluate software engineering paradigms, tools, and techniques.
- Examine the skills required to lead a project in the construction of a complex commercial software system.
- Examine IT issues and methodologies used in the design and development of IT systems.
- Demonstrate an understanding of best practices used to develop and manage software development teams.
- Demonstrate an understanding of best practices used to develop and manage complex software development projects.

Degree Requirements

- 30 total semester credits

Curriculum

- SENG 6005 - The Global Technology Environment
- SENG 6155 - Software Engineering and System Architecture
- SENG 6175 - Software Testing and Quality Assurance
- SENG 6190 - Foundations of Intelligent Systems
- SENG 6215 - Security Risk Management
- SENG 6240 - Advanced Database Systems
- SENG 6250 - Requirements and Quality Engineering
- SENG 6260 - Software Modeling and Design
- SENG 6630 - Algorithms and Computation
- SENG 6635 - Secure Coding

Course Sequence

The recommended course sequence is as follows:
<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>SENG 6005 - The Global Technology Environment</td>
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<tr>
<td></td>
<td>SENG 6215 - Security Risk Management</td>
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<td>2</td>
<td>SENG 6155 - Software Engineering and System Architecture</td>
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<td>SENG 6260 - Software Modeling and Design</td>
<td>3 sem. cr</td>
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<tr>
<td>3</td>
<td>SENG 6630 - Algorithms and Computation</td>
<td>3 sem. cr</td>
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<td>SENG 6175 - Software Testing and Quality Assurance</td>
<td>3 sem. cr</td>
</tr>
<tr>
<td>4</td>
<td>SENG 6240 - Advanced Database Systems</td>
<td>3 sem. cr</td>
</tr>
<tr>
<td></td>
<td>SENG 6190 - Foundations of Intelligent Systems</td>
<td>3 sem. cr</td>
</tr>
<tr>
<td>5</td>
<td>SENG 6635 - Secure Coding</td>
<td>3 sem. cr</td>
</tr>
<tr>
<td></td>
<td>SENG 6250 - Requirements and Quality Engineering</td>
<td>3 sem. cr</td>
</tr>
</tbody>
</table>

**Doctoral Degree Programs**

**Doctor of Business Administration (DBA)**

The DBA program is designed for visionary professionals who want to use their expertise to change how their business changes the world. With access to resources that allow students to track their progress more closely, they will define the social change impact they want to make—and then design their doctoral experience around it. Coursework in this program includes self-analysis activities as well as international case studies. Students can explore some of today's greatest business challenges and opportunities—including globalization, ethics, and relationship management—and examine those issues in relation to their own organization.

**Learning Outcomes**

At the end of the program, students will be able to:

- Evaluate the relevance of current and emerging business theory and practice from an interdisciplinary perspective (WO III, IV, V, VI, VIII).
- Formulate effective solutions to complex, real-world problems common to the practice of business and management (WO II, IV, V, VIII).
Apply current research literature to practical problems found in business and management (WO III, IV, V, VI, VIII).
Evaluate scholarly research in business and management (WO II, III, IV, V, VI).
Design rigorous research that contributes to the professional body of knowledge of business and management (WO II, III, IV, V, VI).
Design rigorous research that contributes to positive social change (WO I, II, IV, VII, VIII, IX).
Apply professional ethics appropriately (WO I, II, IV, VII, VIII, IX).

Specializations

Changing specializations may increase a student's expected time-to-degree completion and cost.

Accounting
Energy Management
Entrepreneurship
Finance
Global Supply Chain Management
Healthcare Management
Homeland Security
Human Resource Management
Information Systems Management
International Business
Leadership
Marketing
Project Management
Social Impact Management
Technology Entrepreneurship
Self-Designed

Minimum Degree Requirements

Doctoral Writing Assessment (0 sem. cr.)
Foundation courses (3 sem. cr.)
Core business course (3 sem. cr.)
Business strategy course (3 sem. cr.)
Research methods courses (12 sem. cr.)
Specialization courses (9 sem. cr.)
Completion of Doctoral Study
  Doctoral mentoring (4 sem. cr.)
Doctoral study writing courses (3 sem. cr. per term for a minimum of 5 terms until completion, with two 8-week terms taken per semester)

Two academic residencies

Note: Students who have earned a Chartered Property Casualty Underwriter (CPCU), Professional in Human Resources (PHR), Senior Professional in Human Resources (SPHR), Global Professional in Human Resources (GPHR), Chartered Financial Analyst, or Project Management Institute designation or certification may be eligible to accelerate their DBA program. For information, contact the Student Success Advising Team.

Curriculum

Foundation Courses (3 sem. cr.)

DDBA 4990 - Business Essentials
DDBA 8006 - Contemporary Challenges in Business

Core and Business Strategy Courses (6 sem. cr.)

DDBA 8151 - Organizational Leadership: Doctoral Theory and Practice
DDBA 8161 - Business Strategy and Innovation for Competitive Advantage

Research Methods Courses (12 sem. cr.)

DDBA 8300 - Qualitative and Quantitative Methodology for Applied Business Research
DDBA 8303 - Qualitative and Case Study Methodology for Business Analysis Research
DDBA 8307B - Quantitative Business Data Analysis Using SPSS

Specialization Courses (9 sem. cr.)

These courses are dependent upon the particular specialization. Please see the course list on each specialization page. Changing specializations may increase a student’s expected time-to-degree completion and cost.

Residency Requirements

Complete Residency 1 face-to-face as soon as you begin your program (while taking DDBA 8006 or DDBA 8151); required in order to advance into DDBA 8300.

Complete Residency 2 face-to-face just prior to the start or during the first few weeks of DDBA 8303; required in order to advance into DDBA 8307.

Optional: Complete a DBA Doctoral Study Intensive retreat face-to-face during DDBA 8101/8101C/8101P or DDBA 9001/9001C/9001P. Contact Student Success Advising to register.
Completion of the Doctoral Capstone

**DDBA 8101 - Doctoral Study Mentoring**
**OR**
**DDBA 8101C - Doctoral Study Mentoring**
**OR**
**DDBA 8101P - Doctoral Portfolio Capstone Mentoring**
1 cr. each session = total 4 cr. To be taken along with other coursework after completion of DDBA 8303 until beginning DDBA 9001/9001C/9001P.

**DDBA 9001 - Doctoral Study Completion**
**OR**
**DDBA 9001C - Doctoral Study Completion**
**OR**
**DDBA 9001P - Doctoral Portfolio Capstone Completion**
Students take this course for a minimum of five terms (two 8-week terms per semester) and are continuously enrolled until completion of their doctoral study with final chief academic officer (CAO) approval.
To complete a doctoral study, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the CAO. Students must also publish their doctoral study on ProQuest before their degree is conferred. Learn more about the doctoral study process in the DBA Doctoral Study Rubric and Handbook.

Course Sequence

The recommended course sequence is as follows:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>DDBA 4990 - Business Essentials</strong></td>
<td>0 sem. cr.</td>
</tr>
<tr>
<td></td>
<td><strong>Complete Residency 1 face-to-face as soon as you begin your program (while taking DDBA 8006 or DDBA 8151); required in order to advance into DDBA 8300.</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>DDBA 8006 - Contemporary Challenges in Business</strong></td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td><strong>DDBA 8151 - Organizational Leadership: Doctoral Theory and Practice</strong></td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>2</td>
<td><strong>DDBA 8161 - Business Strategy and Innovation for Competitive Advantage</strong></td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>Semester</td>
<td>Course</td>
<td>Credits</td>
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</tr>
<tr>
<td></td>
<td>DDBA 8300 - Qualitative and Quantitative Methodology for Applied Business Research</td>
<td>4 sem. cr.</td>
</tr>
<tr>
<td>3</td>
<td>Complete Residency 2 just prior to the start or during the first few weeks of DDBA 8991/8303; required in order to advance into DDBA 8307.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DDBA 8303 - Qualitative and Case Study Methodology for Business Analysis Research</td>
<td>4 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>DDBA 8307B - Quantitative Business Data Analysis Using SPSS AND DDBA 8101 - Doctoral Study Mentoring* OR DDBA 8101C - Doctoral Study Mentoring* OR DDBA 8101P - Doctoral Portfolio Capstone Mentoring*</td>
<td>4 sem. cr. 1 sem. cr</td>
</tr>
<tr>
<td>4</td>
<td>Specialization Course 1 AND DDBA 8101 - Doctoral Study Mentoring* OR DDBA 8101C - Doctoral Study Mentoring* OR DDBA 8101P - Doctoral Portfolio Capstone Mentoring*</td>
<td>3 sem. cr. 1 sem. cr</td>
</tr>
<tr>
<td></td>
<td>Specialization Course 2 AND DDBA 8101 - Doctoral Study Mentoring* OR DDBA 8101C - Doctoral Study Mentoring* OR DDBA 8101P - Doctoral Portfolio Capstone Mentoring*</td>
<td>3 sem. cr. 1 sem. cr</td>
</tr>
<tr>
<td></td>
<td>Optional: Complete a DBA Doctoral Study Intensive retreat during DDBA 8100/8101 or DDBA 9000/9001. Contact Student Success Advising to register.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Specialization Course 3 AND DDBA 8101 - Doctoral Study Mentoring* OR DDBA 8101C - Doctoral Study Mentoring* OR DDBA 8101P - Doctoral Portfolio Capstone Mentoring*</td>
<td>3 sem. cr. 1 sem. cr</td>
</tr>
<tr>
<td>Semester</td>
<td>Course</td>
<td>Credits</td>
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<td>----------</td>
<td>------------------------------------------------------------------------</td>
<td>----------------------------------------------</td>
</tr>
<tr>
<td>6+</td>
<td>DDBA 9001 - Doctoral Study Completion** OR DDBA 9001C - Doctoral Study Completion** OR DDBA 9001P - Doctoral Portfolio Capstone Completion**</td>
<td>3 sem. cr. per term for a minimum of 5 terms; taken continuously until completion</td>
</tr>
</tbody>
</table>

* DDBA 8101/8101C/8101P - 1 cr. each session = total 4 cr.; To be taken along with other coursework after completion of DDBA 8303 until beginning DDBA 9001/9001C/9001P.

** Students take this course for a minimum of five terms (two 8-week terms per semester) and are continuously enrolled until completion of their doctoral study with final chief academic officer (CAO) approval. To complete a doctoral study, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the CAO. Students must also publish their doctoral study on ProQuest before their degree is conferred. Learn more about the doctoral study process in the DBA Doctoral Study Rubric and Handbook.

**Doctoral Writing Assessment**

Students who start or readmit to doctoral programs at Walden University in the university catalog for academic year 2017 or later will complete the university’s required doctoral writing assessment. Designed to evaluate incoming doctoral students' writing skills, this assessment aims to help prepare incoming doctoral students to meet the university's expectations for writing at the doctoral level.

**Accreditation**

Walden University’s Doctor of Business Administration (DBA) program is accredited by the Accreditation Council for Business Schools and Programs (ACBSP). ACBSP is a
leading specialized accreditation association that identifies and supports excellence in business education.

8-Year Maximum Time Frame

Students have up to 8 years to complete their doctoral degree requirements (see Enrollment Requirements). Students may petition to extend the 8-year maximum time frame, but an extension is not guaranteed.

**Doctor of Healthcare Administration (DHA)**

The Doctor of Healthcare Administration (DHA) program prepares professionals to effectively manage the healthcare delivery demands of their organizations and the communities they serve. Through a multidisciplinary curriculum, students gain insight into the post-Affordable Care Act landscape and gain the core business and leadership skills expected by today's healthcare employers. By blending theory with research in their coursework, students in the DHA program focus on utilizing practice-based research, communication strategies, and data-driven approaches for decision making to improve the healthcare experience for both providers and patients.

**Learning Outcomes**

The DHA Program Learning Outcomes relate to the Walden University Outcomes.

As graduates of this program, students will be prepared to:

- Demonstrate evidence-based leadership approaches in changing healthcare environments. (WLO II, IV, VI, VII, VIII)
- Engage in scientific inquiry to advance research and practice in complex healthcare systems. (WLO I, II, III, V, VI, VII)
- Critically evaluate the interdisciplinary role of stakeholders in healthcare administration strategies. (WLO V, VI, VII)
- Demonstrate data-driven decision making in healthcare setting financial management, strategic planning, economic analysis, and quality assessment. (WLO II, III, IV, V, VI, VII)
- Apply ethical and legal principles to healthcare administration practice and communication. (WLO II, III, IV, VII, VIII, IX)
- Assess risk management in healthcare settings using scientifically validated principles. (WLO IV, V, VI)
- Promote positive social change through health management and systems thinking. (WLO I, II, IV, VI, VII, IX)
Track 1 (For students who hold a Master of Healthcare Administration degree)

Minimum Degree Requirements

Doctoral Writing Assessment
Foundations courses (0 cr.)
Core courses (33 cr.)
Research methods courses (10 cr.)
Capstone Research (20 cr.)
  Five Doctoral Study Seminar courses (1 cr. per term)
  Capstone Prospectus Completion (5 cr.)
  Capstone Proposal (5 cr.)
  Capstone Completion writing courses (5 cr. per term; taken continuously until completion)
  Doctoral companion course (0 cr.)
Two residencies
Optional: Capstone Intensive

Curriculum

Foundations Courses (0 cr.)

Core Courses (33 cr.)

  DDHA 8006 - Doctor of Healthcare Administration Foundational Concepts OR
  DDHA 8011 - Doctor of Healthcare Administration Foundational Concepts
  AND
  DDHA 8203 - Advanced Healthcare Operations Management
  DDHA 8103 - Advanced Healthcare Quality and Risk Management
  DDHA 8113 - Advanced Concepts in Healthcare Leadership
  DDHA 8703 - Advanced Health Analytics and Data-Driven Decision Making
  DDHA 8750 - Trends and Issues in Executive Level Management for Healthcare Administrators
  DDHA 8503 - Strategic Management and System Thinking

Research Courses (10 cr.)

  RSCH 8110 - Research Theory, Design, and Methods
  DDHA 8303 - Research Methods for Healthcare Administrators

Residency Requirements

  Residency 1 is required in order to advance into DDHA 8750, DDHA 8103, DDHA 8113, and DDHA 8703.
Complete Residency 2 after successful completion of both Residency 1 and DDHA 9003 - Doctoral Study Seminar I and prior to DDHA 9200 - Doctoral Study Prospectus Completion.

Optional: Complete a DHA Intensive during your capstone.

Completion of the Doctoral Capstone

DDHA 9003 - Doctoral Study Seminar I
DDHA 9013 - Doctoral Study Seminar II
DDHA 9023 - Doctoral Study Seminar III
DDHA 9033 - Doctoral Study Seminar IV
DDHA 9043 - Doctoral Study Seminar V
DDHA 9200 - Doctoral Study Prospectus Completion
DDHA 9203 - Doctoral Study Proposal Completion
DDHA 9213 - Doctoral Study Completion

Students are continuously enrolled in DDHA 9213 until completion of their capstone project with final chief academic officer (CAO) approval. In general, students are continuously registered in the doctoral study course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the doctoral study course shell.

To complete a doctoral study, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their doctoral study on ProQuest before their degree is conferred. Learn more about the doctoral study process by contacting a student success advisor.

Course Sequence

The recommended course sequence is as follows:

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>DDHA 8006 - Doctor of Healthcare Administration Foundational Concepts OR DDHA 8011 - Doctor of Healthcare Administration Foundational Concepts*</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>Complete Residency 1 in order to advance into DDHA 8750, DDHA 8103, DDHA 8113, and DDHA 8703.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DDHA 8203 - Advanced Healthcare Operations Management</td>
<td>5 cr.</td>
</tr>
<tr>
<td>2</td>
<td>RSCH 8110 - Research Theory, Design, and Methods †</td>
<td>5 cr.</td>
</tr>
<tr>
<td>Quarter</td>
<td>Course</td>
<td>Credits</td>
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<tr>
<td>3</td>
<td>DDHA 9003 - Doctoral Study Seminar I</td>
<td>1 cr.</td>
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<tr>
<td></td>
<td>DDHA 8750 - Trends and Issues in Executive Level Management for Healthcare Administrators</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>DDHA 8103 - Advanced Healthcare Quality and Risk Management</td>
<td>5 cr.</td>
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<tr>
<td></td>
<td>DDHA 9013 - Doctoral Study Seminar II</td>
<td>1 cr.</td>
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<tr>
<td>4</td>
<td>DDHA 8113 - Advanced Concepts in Healthcare Leadership</td>
<td>5 cr.</td>
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<tr>
<td></td>
<td>DDHA 9023 - Doctoral Study Seminar III</td>
<td>1 cr.</td>
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<tr>
<td>5</td>
<td>DDHA 8703 - Advanced Health Analytics and Data-Driven Decision Making</td>
<td>5 cr.</td>
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<td></td>
<td>DDHA 9033 - Doctoral Study Seminar IV</td>
<td>1 cr.</td>
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<tr>
<td>6</td>
<td>DDHA 8503 - Strategic Management and System Thinking</td>
<td>5 cr.</td>
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<tr>
<td></td>
<td>DDHA 9043 - Doctoral Study Seminar V</td>
<td>1 cr.</td>
</tr>
<tr>
<td>7</td>
<td>DDHA 8303 - Research Methods for Healthcare Administrators</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>Complete Residency 2 after successful completion of both Residency 1 and DDHA 9003 - Doctoral Study Seminar I and prior to DDHA 9200 - Doctoral Study Prospectus Completion.</td>
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<tr>
<td>8</td>
<td>DDHA 9200 - Doctoral Study Prospectus Completion</td>
<td>5 cr.</td>
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<td></td>
<td>Optional: Complete a DHA Intensive during your capstone.</td>
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<tr>
<td>9</td>
<td>DDHA 9203 - Doctoral Study Proposal Completion</td>
<td>5 cr.</td>
</tr>
<tr>
<td>Quarter</td>
<td>Course</td>
<td>Credits</td>
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</tr>
<tr>
<td>10</td>
<td>DDHA 9213 - Doctoral Study Completion**</td>
<td>Continuous enrollment in 5 cr. per term; taken continuously until completion</td>
</tr>
</tbody>
</table>

*Students enrolling in a midterm start date will take a 6-week version of DDHA 8006 by itself in their first term.

**Students are continuously enrolled until completion of their doctoral study with final chief academic officer (CAO) approval. In general, students are continuously registered in the doctoral study course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the doctoral study course shell.

To complete a doctoral study, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their doctoral study on ProQuest before their degree is conferred. Learn more about the doctoral study process by contacting a student success advisor.

Track 2 (For students who hold a master's degree in an academic discipline other than healthcare administration)

Minimum Degree Requirements

- Doctoral Writing Assessment
- Foundations courses (30 cr.)
- Core courses (33 cr.)
- Research methods courses (10 cr.)
- Capstone Research (20 cr.)
  - Five Doctoral Study Seminar courses (1 cr. per term)
  - Capstone Prospectus Completion (5 cr.)
  - Capstone Proposal (5 cr.)
  - Capstone Completion writing course (5 cr. per term; taken continuously until completion)

Two residencies
Optional: Capstone Intensive

Curriculum
Foundations Courses (30 cr.)

DDHA 8130 - Communications, Marketing, and Public Relations for Healthcare Administration Leaders
DDHA 8051 - The United States Healthcare Delivery System
DDHA 8300 - Healthcare Financial Management and Economics
DDHA 8600 - Governance, Law, and Policy for Healthcare Leaders
DDHA 8603 - Healthcare Informatics and Technology
DDHA 8400 - Human Resource Management for Healthcare Administrators

Core Courses (33 cr.)

DDHA 8006 - Doctor of Healthcare Administration Foundational Concepts OR
DDHA 8011 - Doctor of Healthcare Administration Foundational Concepts
AND
DDHA 8203 - Advanced Healthcare Operations Management
DDHA 8103 - Advanced Healthcare Quality and Risk Management
DDHA 8113 - Advanced Concepts in Healthcare Leadership
DDHA 8703 - Advanced Health Analytics and Data-Driven Decision Making
DDHA 8750 - Trends and Issues in Executive Level Management for Healthcare Administrators
DDHA 8503 - Strategic Management and System Thinking

Research Courses (10 cr.)

RSCH 8110 - Research Theory, Design, and Methods
DDHA 8303 - Research Methods for Healthcare Administrators

Residency Requirements

Residency 1 is required in order to advance into DDHA 8300, DDHA 8600, DDHA 8603, and DDHA 8400.
Complete Residency 2 after successful completion of both Residency 1 and DDHA 9003 - Doctoral Study Seminar I and prior to DDHA 9200 - Doctoral Study Prospectus Completion.
Optional: Complete a DHA Intensive during your capstone.

Completion of the Doctoral Capstone

DDHA 9003 - Doctoral Study Seminar I
DDHA 9013 - Doctoral Study Seminar II
DDHA 9023 - Doctoral Study Seminar III
DDHA 9033 - Doctoral Study Seminar IV
DDHA 9043 - Doctoral Study Seminar V
DDHA 9200 - Doctoral Study Prospectus Completion
DDHA 9203 - Doctoral Study Proposal Completion
DDHA 9213 - Doctoral Study Completion

Students are continuously enrolled in DDHA 9213 until completion of their capstone project with final chief academic officer (CAO) approval. In general, students are continuously registered in the
doctoral study course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the doctoral study course shell. To complete a doctoral study, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their doctoral study on ProQuest before their degree is conferred. Learn more about the doctoral study process by contacting a student success advisor.

Course Sequence

The recommended course sequence is as follows:

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>DDHA 8006 - Doctor of Healthcare Administration Foundational Concepts or DDHA 8011 - Doctor of Healthcare Administration Foundational Concepts*</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>DDHA 8130 - Communications, Marketing, and Public Relations for Healthcare Administration Leaders</td>
<td>5 cr.</td>
</tr>
<tr>
<td>2</td>
<td>RSCH 8110 - Research Theory, Design, and Methods</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>DDHA 8051 - The United States Healthcare Delivery System</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>Complete Residency 1 in order to advance into DDHA 8300, DDHA 8600, DDHA 8603, and DDHA 8400.</td>
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</tr>
<tr>
<td></td>
<td>DDHA 8600 - Governance, Law, and Policy for Healthcare Leaders</td>
<td>5 cr.</td>
</tr>
<tr>
<td>4</td>
<td>DDHA 8603 - Healthcare Informatics and Technology</td>
<td>5 cr.</td>
</tr>
<tr>
<td>Quarter</td>
<td>Course</td>
<td>Credits</td>
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</tr>
<tr>
<td>5</td>
<td>DDHA 9003 - Doctoral Study Seminar I</td>
<td>1 cr.</td>
</tr>
<tr>
<td></td>
<td>DDHA 8750 - Trends and Issues in Executive Level Management for Healthcare Administrators</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>DDHA 8203 - Advanced Healthcare Operations Management</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>DDHA 9013 - Doctoral Study Seminar II</td>
<td>1 cr.</td>
</tr>
<tr>
<td>6</td>
<td>DDHA 8113 - Advanced Concepts in Healthcare Leadership</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>DDHA 8103 - Advanced Healthcare Quality and Risk Management</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>DDHA 9023 - Doctoral Study Seminar III</td>
<td>1 cr.</td>
</tr>
<tr>
<td>7</td>
<td>DDHA 8703 - Advanced Health Analytics and Data-Driven Decision Making</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>DDHA 9033 - Doctoral Study Seminar IV</td>
<td>1 cr.</td>
</tr>
<tr>
<td></td>
<td>Complete Residency 2 after successful completion of both Residency 1 and DDHA 9003 - Doctoral Study Seminar I and prior to DDHA 9200 - Doctoral Study Prospectus Completion.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>DDHA 8503 - Strategic Management and System Thinking</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>DDHA 9043 - Doctoral Study Seminar V</td>
<td>1 cr.</td>
</tr>
<tr>
<td>9</td>
<td>DDHA 8303 - Research Methods for Healthcare Administrators</td>
<td>5 cr.</td>
</tr>
<tr>
<td>10</td>
<td>DDHA 9200 - Doctoral Study Prospectus Completion</td>
<td>5 cr.</td>
</tr>
</tbody>
</table>

Optional: Complete a DHA Intensive during your capstone.
Quarter | Course | Credits
---|---|---
11 | DDHA 9203 - Doctoral Study Proposal Completion | 5 cr.
12 | DDHA 9213 - Doctoral Study Completion** | Continuous enrollment in 5 cr. per term; taken continuously until completion

*Students enrolling in a midterm start date will take a 6-week version of DDHA 8006 by itself in their first term.

**Students are continuously enrolled until completion of their doctoral study with final chief academic officer (CAO) approval. In general, students are continuously registered in the doctoral study course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation/doctoral study course shell.

To complete a doctoral study, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the doctoral study process by contacting a student success advisor.

**Doctoral Writing Assessment**

Students who start or readmit to doctoral programs at Walden University in the university catalog for academic year 2017 or later will complete the university's required doctoral writing assessment. Designed to evaluate incoming doctoral students’ writing skills, this assessment aims to help prepare incoming doctoral students to meet the university's expectations for writing at the doctoral level.

**8-Year Maximum Time Frame**

In general, students are continuously registered in the dissertation/doctoral study course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation/doctoral study course shell.

Students have up to 8 years to complete their doctoral degree requirements (see Enrollment Requirements in the student handbook). Students may petition to extend the 8-year maximum time frame, but an extension is not guaranteed.
Doctor of Information Technology (DIT)

This program is not currently accepting new students.

This program prepares students to address information technology-related challenges at the highest level of an organization. Students examine the latest advancements in technology and develop solutions for complex, real-world industry challenges. They also study ways to effectively communicate complex IT strategies to company executives and stakeholders. Coursework focuses on IT strategic analysis, information management, and human-computer interaction. The curriculum blends theory and practice through a variety of learning formats, including leadership simulations, seminar courses, a doctoral study, and residencies.

Learning Outcomes

Graduates of the Doctor of Information Technology (DIT) program will be prepared to:

- Critically evaluate current research and best practices in the area of IT methods in organizations.
- Analyze best practices and research to determine appropriate design of integrated IT systems.
- Recommend IT strategies that support enterprise mission and objectives following tenets of professional, social, and ethical responsibility.
- Demonstrate IT leadership skills at the team and enterprise levels.
- Demonstrate the ability to communicate technical and business concepts to a range of audiences.
- Demonstrate the ability to formulate project management, compliance, and sourcing of IT within an organization.
- Conduct original research that contributes to professional and actionable knowledge in an applied environment.

Specializations

Applied Information Technology
Information Technology Leadership

Minimum Degree Requirements

- Doctoral Writing Assessment (0 cr.)
- Foundation course (3 sem. cr.)
- Technical core courses (18 sem. cr.)
- Research sequence (10 sem. cr.)
Specialization seminar/leadership courses (15 sem. cr.)
Completion of Doctoral Study
  Doctoral mentoring course (0 sem. cr.)
  Doctoral study completion course (3 sem. cr. each term for a minimum of five terms until completion, with two 8-week terms taken per semester)
  Two academic residencies

Curriculum

Foundation Course (3 sem. cr.)
  ITEC 8000 - Foundations and Communications for Information Technology

Technical Core Courses (18 sem. cr.)
  ITEC 8240 - Advanced Database Systems
  ITEC 8665 - Predictive Analytics for Decision Making
  ITEC 8255 - Cyber Crime Prevention and Protection
  ITEC 8225 - Technology Innovation and Change Management
  ITEC 8250 - Requirements and Quality Engineering
  ITEC 8425 - Strategic Technology Management

Research Courses (10 sem. cr.)
  ITEC 8427 - Applied Research Methods—Qualitative and Quantitative
  ITEC 8437 - Quantitative Decision Making for Strategic Analysis
  ITEC 8447 - Qualitative and Case Study Research for Strategic Analysis

Specialization Seminar/Leadership Courses (15 sem. cr.)

These courses are dependent upon the particular specialization. Please see the course list on each specialization page. Changing specializations may increase a student's expected time-to-degree completion and cost.

Completion of the Doctoral Study
  ITEC 8100 - Doctoral Study Mentoring
  ITEC 9000 - Doctoral Study Completion

Residency Requirements

  Complete Residency 1 as soon as you begin your program; required in order to advance into ITEC 8427.
Complete Residency 2 during your research methodology courses; required in order to advance into specialization seminar/leadership courses and ITEC 8100.

Optional: Complete a DIT Doctoral Study Intensive any time after completing the first ITEC 8100. Contact Student Success Advising to register.

Course Sequence

The recommended course sequence is as follows:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ITEC 8000 - Foundations and Communications for Information Technology</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>ITEC 8240 - Advanced Database Systems</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>Complete Residency 1 as soon as you begin your program; required in order to advance into ITEC 8427.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>ITEC 8665 - Predictive Analytics for Decision Making</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>ITEC 8255 - Cyber Crime Prevention and Protection</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>3</td>
<td>ITEC 8225 - Technology Innovation and Change Management</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>ITEC 8250 - Requirements and Quality Engineering</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>4</td>
<td>ITEC 8425 - Strategic Technology Management</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>ITEC 8427 - Applied Research Methods—Qualitative and Quantitative</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>Complete Residency 2 during your research methodology courses; required in order to advance into specialization seminar/leadership courses and ITEC 8100.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>ITEC 8437 - Quantitative Decision Making for Strategic Analysis</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>Semester</td>
<td>Course</td>
<td>Credits</td>
</tr>
<tr>
<td>----------</td>
<td>------------------------------------------------------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td></td>
<td><strong>ITEC 8447 - Qualitative and Case Study Research for Strategic Analysis</strong></td>
<td>4 sem. cr.</td>
</tr>
<tr>
<td>6</td>
<td>Specialization Seminar/Leadership Course 1 and ITEC 8100 - Doctoral Study Mentoring</td>
<td>3 sem. cr. 0 sem. cr.</td>
</tr>
<tr>
<td>7</td>
<td>Specialization Seminar/Leadership Course 2 and ITEC 8100 - Doctoral Study Mentoring</td>
<td>3 sem. cr. 0 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>Specialization Seminar/Leadership Course 3 and ITEC 8100 - Doctoral Study Mentoring</td>
<td>3 sem. cr. 0 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>Specialization Seminar/Leadership Course 4 and ITEC 8100 - Doctoral Study Mentoring</td>
<td>3 sem. cr. 0 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>Specialization Seminar/Leadership Course 5 and ITEC 8100 - Doctoral Study Mentoring</td>
<td>3 sem. cr. 0 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>Optional: Complete a DIT Doctoral Study Intensive retreat face-to-face during ITEC 9000. Contact Student Success Advising to register.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ITEC 9000 - Doctoral Study Completion*</td>
<td>3 sem. cr. per term; taken continuously until completion</td>
</tr>
<tr>
<td>9+</td>
<td>ITEC 9000 - Doctoral Study Completion*</td>
<td>3 sem. cr. per term; taken continuously until completion</td>
</tr>
</tbody>
</table>

* Students take this course for a minimum of five terms and are continuously enrolled until completion of their doctoral study with final chief academic officer (CAO) approval.

To complete a doctoral study, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the
oral defense stage; and gain final approval by the chief academic officer. Students must also publish their doctoral study on ProQuest before their degree is conferred. Learn more about the doctoral study process in the DIT Process Guide.

**Doctoral Writing Assessment**

Students who start or readmit to doctoral programs at Walden University in the university catalog for academic year 2017 or later will complete the university’s required doctoral writing assessment. Designed to evaluate incoming doctoral students’ writing skills, this assessment aims to help prepare incoming doctoral students to meet the university's expectations for writing at the doctoral level.

**8-Year Maximum Time Frame**

Students have up to 8 years to complete their doctoral degree requirements (see Enrollment Requirements). Students may petition to extend the 8-year maximum time frame, but an extension is not guaranteed.

**PhD in Health Services**

The PhD in Health Services program examines healthcare delivery and healthcare systems in the U.S. and internationally. Students are trained by scholar-practitioners to identify problems and solutions based on social science theories and models as well as a knowledge of historical and contemporary issues in health services and management. The program of study places an emphasis on healthcare practice and applied research. The program prepares students for careers in which doctoral-level education is desired, such as academia, research, government, and private sector positions within healthcare organizations.

**Learning Outcomes**

At the end of this program, students will be able to:

- Accurately evaluate the efficiency and effectiveness of healthcare policy in a dynamic healthcare environment.
- Lead and inform the professional dialogue on key health services issues.
- Design, conduct, and analyze studies of economic evaluation in healthcare.
- Apply critical-thinking skills to the analysis of controversial issues and conflicting perspectives associated with healthcare ethics and law.
- Identify and mobilize human and institutional resources and services to meet the health services needs of diverse communities and populations.
- Engage in scientific inquiry that advances the knowledge base of research and practice in health services.
Specializations

Community Health
Healthcare Administration
Leadership
Public Health Policy
Self-Designed

Minimum Degree Requirements

Doctoral Writing Assessment
Foundation course (3 cr.)
Core courses (30 cr.)
Research courses (20 cr.)
Specialization courses (20 cr.)
Electives (8–10 cr.)
Dissertation Preparation course (5 cr.)
Proposal, dissertation, and oral presentation (20 cr. min.–120 cr. [8 yr. max.])
   Dissertation writing courses (continuous enrollment in 5 cr. per term for a minimum of 4 terms until completion)
Four PhD residencies

Curriculum

Foundation Course (3 cr.)

**HLTH 8003 - Building a Multidisciplinary Approach to Health**

All beginning PhD in Health Services students are required to successfully complete this course and are automatically enrolled in it in their first quarter.

Core Courses (30 cr.)

**HLTH 8051 - Contemporary Topics in the U.S. Healthcare Delivery**

**HLTH 8201 - Principles of Population Health in Healthcare Administration**

**HLTH 8300 - Law, Ethics, and Policy in Healthcare Administration**

**HLTH 8401 - Healthcare Financial Management and Economics**

**HLTH 8500 - Human Resources Management and Organizational Development and Leadership for Healthcare Administrators**

**HLTH 8800 - Marketing Management and Business Communication**

Research Courses (20 cr.)
Advanced Research Course (5 cr.)

All PhD students are required to complete one advanced-level research course that mirrors the methodology of their intended dissertations. The university offers three advanced courses; individual programs may have other advanced options. Students should refer to their specific programs of study to determine program-specific requirements. One of the following three courses is required:

- RSCH 8260 - Advanced Quantitative Reasoning and Analysis
- RSCH 8360 - Advanced Qualitative Reasoning and Analysis
- RSCH 8460 - Advanced Mixed-Methods Reasoning and Analysis

Foundation Research Sequence (15 cr.)

Courses composing the Foundation Research Sequence are conducted online and require weekly readings, participation in discussions, and assignment completion. Course instructors guide discussions and evaluate discussion and application assignments. RSCH 8100 or 8110 must be completed prior to Residency 2 of the academic residencies. RSCH 8200 or 8210 and RSCH 8300 or 8310 must be completed prior to beginning the dissertation or attending Residency 3.

- RSCH 8110 - Research Theory, Design, and Methods
- RSCH 8210 - Quantitative Reasoning and Analysis
- RSCH 8310 - Qualitative Reasoning and Analysis

Specialization Courses (20 cr.)

These courses are dependent upon the particular specialization. Please see the course list on each specialization page.

Elective Courses (8–10 cr.)

Select two elective courses from other doctoral-level programs with the approval of the program director.

Dissertation Preparation (5 cr.)

- HLTH 8551 - Preparing for Dissertation

Completion of the Dissertation (minimum of 20 cr.)

- Dissertation Writing Courses
  - HLTH 9001 - Health Services Dissertation

Students take this course for a minimum of four quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval. In general, students are continuously registered in the dissertation/doctoral study course until they complete...
their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation/doctoral study course shell.
To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

Residency Requirements

**Complete Residency 1 in Term 1; required in order to advance into RSCH 8110 in Term 2.**

Complete Residency 2 between Terms 2 and 5; required in order to advance into HLTH 8551.

Complete Residency 3 between Terms 6 and 7; required in order to advance into HLTH 9001.

Complete Residency 4 after your prospectus is approved and you are enrolled in EDUC 9000 or EDPD 8990, complete residency 4 during your third year or beyond as:

- Residency 4 General (RESI 8404) OR
- Residency 4 Proposal Writing (RESI 8404Q) OR
- Residency 4 Methods & Data Collection: Qualitative (RESI 8404R) OR
- Residency 4 Methods & Data Collection: Quantitative (RESI 8404S) OR
- Residency 4 Publishing & Presenting (RESI 8404T) OR
- a dissertation intensive (DRWI 8500). Contact Student Success Advising to register. **Note: Intensives are not included in Fast Track tuition.**

Optional: Complete a PhD dissertation intensive (DRWI 8500) during your dissertation. Contact Student Success Advising to register.

PhD in Health Services for MHA Graduates

Students who hold a Master of Healthcare Administration (MHA) degree now have the opportunity to complete Walden’s PhD in Health Services in less time. The special program of study recognizes the academic progress previously achieved with an MHA degree and waives 30 credits of core courses and one elective course required for the PhD in Health Services, significantly reducing the time and money needed to complete the doctoral degree.

The program is available to current students and alumni of the Walden MHA program, as well as to students who hold an MHA degree from another accredited university.

Degree Requirements for Students Who Hold an MHA Degree

- Doctoral Writing Assessment
Foundation course (3 cr.)
Research courses (20 cr.)
Specialization courses (20 cr.)
Electives (4–5 cr.)
Dissertation preparation course (HLTH 8551; 5 cr.)
Completion of Dissertation
  Dissertation writing courses (continuous enrollment in 5 cr. per term for a minimum of 4 terms until completion)
Four PhD residencies

Course Sequences

Course Sequence

The recommended course sequence is as follows:

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>HLTH 8003 - Building a Multidisciplinary Approach to Health ◆</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>HLTH 8051 - Contemporary Topics in the U.S. Healthcare Delivery ◆</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>Complete Residency 1 in Term 1; required in order to advance into RSCH 8110 in Term 2.</td>
<td>0 cr.</td>
</tr>
<tr>
<td></td>
<td>DRWA 8000G - Doctoral Writing Assessment</td>
<td>0 cr.</td>
</tr>
<tr>
<td>2</td>
<td>HLTH 8500 - Human Resources Management and Organizational Development and Leadership for Healthcare Administrators ◆</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>RSCH 8110 - Research Theory, Design, and Methods ◆</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>Complete Residency 2 between Terms 2 and 5; required in order to advance into HLTH 8551.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HLTH 8300 - Law, Ethics, and Policy in Healthcare Administration ◆</td>
<td>5 cr.</td>
</tr>
<tr>
<td>4</td>
<td>RSCH 8210 - Quantitative Reasoning and Analysis ◆</td>
<td>5 cr.</td>
</tr>
<tr>
<td>Quarter</td>
<td>Course</td>
<td>Credits</td>
</tr>
<tr>
<td>---------</td>
<td>------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>5</td>
<td>HLTH 8201 - Principles of Population Health in Healthcare Administration</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>RSCH 8310 - Qualitative Reasoning and Analysis</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>HLTH 8800 - Marketing Management and Business Communication</td>
<td>5 cr.</td>
</tr>
<tr>
<td>6</td>
<td>Specialization Course 1</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>Specialization Course 2</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>Complete Residency 3 between Terms 6 and 7; required in order to advance into HLTH 9001.</td>
<td>0 cr.</td>
</tr>
<tr>
<td>7</td>
<td>Elective Course 1</td>
<td>4–5 cr.</td>
</tr>
<tr>
<td></td>
<td>Elective Course 2</td>
<td>4–5 cr.</td>
</tr>
<tr>
<td>8</td>
<td>Specialization Course 3</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>HLTH 8551 - Preparing for Dissertation</td>
<td>5 cr.</td>
</tr>
<tr>
<td>9</td>
<td>RSCH 8360 - Advanced Qualitative Reasoning and Analysis OR RSCH 8260 - Advanced Quantitative Reasoning and Analysis OR RSCH 8460 - Advanced Mixed-Methods Reasoning and Analysis</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>Specialization Course 4 (if required)</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>RESI 8403 - PhD Residency 3</td>
<td>0 cr.</td>
</tr>
<tr>
<td>10</td>
<td>HLTH 9001 - Health Services Dissertation</td>
<td>5 cr.</td>
</tr>
<tr>
<td>11</td>
<td>HLTH 9001 - Health Services Dissertation</td>
<td>5 cr.</td>
</tr>
<tr>
<td>12</td>
<td>HLTH 9001 - Health Services Dissertation</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>Complete Residency 4 after your prospectus is approved and you are enrolled in EDUC 9000 or EDPD 8990, complete residency 4 during your third year or beyond as:</td>
<td>0 cr.</td>
</tr>
<tr>
<td></td>
<td>Residency 4 General (RESI 8404) OR Residency 4 Proposal Writing (RESI 8404Q) OR</td>
<td></td>
</tr>
</tbody>
</table>
Residency 4 Methods & Data Collection: Qualitative (RESI 8404R) OR Residency 4 Methods & Data Collection: Quantitative (RESI 8404S) OR Residency 4 Publishing & Presenting (RESI 8404T) OR a dissertation intensive (DRWI 8500). Contact Student Success Advising to register. *Note: Intensives are not included in Fast Track tuition.*

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>HLTH 9001 - Health Services Dissertation</td>
<td>5 cr.</td>
</tr>
<tr>
<td>14+</td>
<td>HLTH 9001 - Health Services Dissertation (if needed and until completion)</td>
<td>5 cr.</td>
</tr>
</tbody>
</table>

Optional: Complete a PhD dissertation intensive (DRWI 8500) during your dissertation. Contact Student Success Advising to register. *Note: Intensives are not included in Fast Track tuition.*

**PhD in Health Services for MHA Graduates Course Sequence**

The recommended course sequence is as follows:

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>HLTH 8003 - Building a Multidisciplinary Approach to Health  ♦</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>RSCH 8110 - Research Theory, Design, and Methods  ♦</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>Complete Residency 1 in Term 1; required in order to advance into RSCH 8110 in Term 2.</td>
<td>0 cr.</td>
</tr>
<tr>
<td></td>
<td>DRWA 8000G - Doctoral Writing Assessment</td>
<td>0 cr.</td>
</tr>
<tr>
<td>2</td>
<td>Elective Course 1</td>
<td>4–5 cr.</td>
</tr>
<tr>
<td></td>
<td>RSCH 8210 - Quantitative Reasoning and Analysis ♦</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>Complete Residency 2 between Terms 2 and 5; required in order to advance into HLTH 8551.</td>
<td>0 cr.</td>
</tr>
<tr>
<td>3</td>
<td>Specialization Course 1</td>
<td>5 cr.</td>
</tr>
<tr>
<td>Quarter</td>
<td>Course</td>
<td>Credits</td>
</tr>
<tr>
<td>---------</td>
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<td>---------</td>
</tr>
<tr>
<td>4</td>
<td>Specialization Course 2</td>
<td>5 cr.</td>
</tr>
<tr>
<td>4</td>
<td>Specialization Course 3</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>RSCH 8310 - Qualitative Reasoning and Analysis</td>
<td>5 cr.</td>
</tr>
<tr>
<td>5</td>
<td>Specialization Course 4 (if required)</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>HLTH 8551 - Preparing for Dissertation</td>
<td>5 cr.</td>
</tr>
<tr>
<td>6</td>
<td>RSCH 8360 - Advanced Qualitative Reasoning and Analysis OR RSCH 8260 - Advanced Quantitative Reasoning and Analysis OR RSCH 8460 - Advanced Mixed-Methods Reasoning and Analysis</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>Complete Residency 3 between Terms 6 and 7; required in order to advance into HLTH 9001.</td>
<td>0 cr.</td>
</tr>
<tr>
<td>7</td>
<td>HLTH 9001 - Health Services Dissertation</td>
<td>5 cr.</td>
</tr>
<tr>
<td>8</td>
<td>HLTH 9001 - Health Services Dissertation</td>
<td>5 cr.</td>
</tr>
<tr>
<td>9</td>
<td>HLTH 9001 - Health Services Dissertation</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>Complete Residency 4 after your prospectus is approved and you are enrolled in EDUC 9000 or EDPD 8990, complete residency 4 during your third year or beyond as:</td>
<td>0 cr.</td>
</tr>
<tr>
<td></td>
<td>Residency 4 General (RESI 8404) OR Residency 4 Proposal Writing (RESI 8404Q) OR Residency 4 Methods &amp; Data Collection: Qualitative (RESI 8404R) OR Residency 4 Methods &amp; Data Collection: Quantitative (RESI 8404S) OR Residency 4 Publishing &amp; Presenting (RESI 8404T) OR a dissertation intensive (DRWI 8500). Contact Student Success Advising to register. Note: Intensives are not included in Fast Track tuition.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>HLTH 9001 - Health Services Dissertation</td>
<td>5 cr.</td>
</tr>
<tr>
<td>11+</td>
<td>HLTH 9001 - Health Services Dissertation (if needed and until completion)</td>
<td>5 cr.</td>
</tr>
</tbody>
</table>
Optional: Complete a PhD dissertation intensive (DRWI 8500) during your dissertation. Contact Student Success Advising to register. Note: Intensives are not included in Fast Track tuition.

Master of Philosophy (Embedded Degree)

Walden awards the Master of Philosophy (MPhil) degree to recognize PhD students for academic achievement leading up to their dissertation. With an MPhil, students will be able to demonstrate to employers and others that they have an advanced knowledge base in their field of study as well as proficiency in research design and evaluation.

Students are eligible to apply for this credential while continuing their PhD program once they have completed:

- All required PhD core courses (or KAMs)
- All required PhD specialization courses (or KAMs)
- All required doctoral research and advanced research courses
- Program prospectus development course
- Residencies 1, 2, and 3

A minimum 3.0 GPA is mandatory.

The MPhil requires a minimum of 45 quarter credits. Maximum transfer of credit varies by program but is not to exceed 50% of the overall, or embedded, program requirements.

Doctoral Writing Assessment

Students who start or readmit to doctoral programs at Walden University in the university catalog for academic year 2017 or later will complete the university’s required doctoral writing assessment. Designed to evaluate incoming doctoral students’ writing skills, this assessment aims to help prepare incoming doctoral students to meet the university’s expectations for writing at the doctoral level.

8-Year Maximum Time Frame

In general, students are continuously registered in the dissertation/doctoral study course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation/doctoral study course shell.

Students have up to 8 years to complete their doctoral degree requirements (see Enrollment Requirements in the student handbook). Students may petition to extend the 8-year maximum time frame, but an extension is not guaranteed.
**PhD in Industrial and Organizational (I/O) Psychology**

Defined as the "scientific study of the workplace," industrial and organizational (I/O) psychology explores the impact of individual, group, and organizational psychology on workplace health, productivity, and effectiveness.

The PhD in Industrial and Organizational Psychology degree is designed to prepare scholar-practitioners to apply evidence-based I/O principles to lead positive change in the 21st-century workplace as researchers, consultants, educators, or organizational leaders.

Through core coursework completed in a prescribed sequence, students develop an in-depth understanding of individual, group, and organizational behavior in the workplace; advanced research design and analytical skills; and expertise applying evidence-based I/O practices in diverse organizational settings. Optional blended coursework provides opportunities for in-person feedback and hands-on practice, while specializations allow students to gain additional expertise in areas consistent with their interests and career goals. Through their dissertation, students have the opportunity to explore in-depth a specific area of interest and contribute to the body of knowledge in the I/O field.

The curriculum in this doctoral program is designed to reflect the professional guidelines set forth by the Society for Industrial and Organizational Psychology (SIOP).

**Learning Outcomes**

As graduates of this program, students will be able to:

- Explain behavior using current theory and research in industrial and organizational (I/O) psychology.
- Discuss the history of industrial and organizational psychology, how the specialty of I/O psychology is unique, and how to develop an I/O psychology identity.
- Critically examine how key industrial and organizational issues impact organizations (i.e., issues such as selection, performance management, performance measurement, job analysis, individual behavior, leadership, motivation, organizational culture, work teams, and/or job attitudes).
- Correctly utilize principles of basic and advanced research methods to produce independent scholarly research.
- Evaluate research in the area of industrial and organizational psychology.
- Develop empirically based organizational intervention practices.
- Evaluate the effectiveness of organizational interventions.
- Use ethical research and intervention practices.
- Evaluate the influence of diverse populations on individual, group, and organizational behavior.
Apply principles of industrial and organizational psychology to scholarly and/or professional activities to promote lifelong learning. Engage in research practices that result in positive social change.

Specializations

Changing specializations may increase a student’s expected time-to-degree completion and cost.

- Consulting Psychology
- Evidence-Based Coaching
- General Practice
- Human Resource Management
- International Business
- Self-Designed

For Students Entering With a BS Degree

Minimum Degree Requirements

- Doctoral Writing Assessment
- Professional Development Plan and Plan of Study
- Foundation course (3 cr.)
- Core courses (40 cr.)
- Research courses (25 cr.)
- Specialization courses (15–17 cr.; see each specialization for specific courses)
- Completion of the Doctoral Dissertation
  - Dissertation support courses (7 cr.)
  - Dissertation writing courses (5 cr. per term for a minimum of four terms; taken continuously until completion)
- Quarter Plans
- Four PhD residencies

Curriculum

Foundation Course (3 cr.)

- IPSY 8004 - Foundations of Graduate Study in Psychology

Core Courses (40 cr.)

- IPSY 8202 - Survey Research Methods
IPSY 8214 - Consulting for Organizational Change
IPSY 8252 - Themes and Theories of I/O Psychology
IPSY 8480 - Psychology of Organizational Behavior
IPSY 8551 - I/O Tests and Measurement
IPSY 8552 - Psychological Motivation at Work
IPSY 8754 - Personnel Psychology in the Workplace
IPSY 8579 - Job Attitudes, Measurement, and Change

Research Courses (25 cr.)

- RSCH 8110 - Research Theory, Design, and Methods
- RSCH 8210 - Quantitative Reasoning and Analysis
- RSCH 8260 - Advanced Quantitative Reasoning and Analysis
- RSCH 8310 - Qualitative Reasoning and Analysis
- RSCH 8360 - Advanced Qualitative Reasoning and Analysis

Specialization Courses (15–17 cr.)

These courses are dependent upon the particular specialization. Please see the course list on each specialization page.

Residency Requirements

Residency 1 – Complete Residency 1 as soon as you begin your program; should be completed in Term 1 or Term 2.
Residency 2 – Complete Residency 2 at the beginning of your second year, around the time of second research course.
Residency 3 – Complete Residency 3 once you have a prospectus in Walden’s review system.
Residency 4 – Complete residency 4 after your prospectus is approved as follows:
    Residency 4 General (RESI 8404) OR
    Residency 4 Proposal Writing (RESI 8404Q) OR
    Residency 4 Methods & Data Collection: Qualitative (RESI 8404R) OR
    Residency 4 Methods & Data Collection: Quantitative (RESI 8404S) OR
    Residency 4 Publishing & Presenting (RESI 8404T) OR
    an approved professional conference (RESI 8900 for select programs only.
    Contact Advising for information.) OR
    a dissertation intensive (DRWI 8500) during your 9000 course. Contact Student Success Advising to register. You must attend all sessions and advising throughout the entire intensive retreat in order to successfully complete the experience to satisfy residency 4 requirements. **NOTE:** Intensive Retreats are NOT included in Fast Track tuition.

Optional: Complete a dissertation intensive (DRWI 8500) during IPSY 9000. Contact Student Success Advising to register.
Completion of the Doctoral Dissertation

**IPSY 8115 - Writing a Quality Prospectus in Psychology OR**  
**IPSY 8185 - Writing a Quality Prospectus in Psychology AND**  
**IPSY 8702 - Dissertation Literature Review Lab**  
**IPSY 9000 - Dissertation**  
Students take this course for a minimum of four quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval. To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred.

Course Sequence for Students Entering With a BS Degree

Students undertake courses in the following sequence.

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>IPSY 8004 - Foundations of Graduate Study in Psychology</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>IPSY 8252 - Themes and Theories of I/O Psychology</td>
<td>5 cr.</td>
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<tr>
<td></td>
<td>Complete Residency 1 as soon as you begin your program; should be completed in Term 1 or Term 2.</td>
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</tr>
<tr>
<td>2</td>
<td>IPSY 8480 - Psychology of Organizational Behavior</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>IPSY 8214 - Consulting for Organizational Change</td>
<td>5 cr.</td>
</tr>
<tr>
<td>3</td>
<td>RSCH 8110 - Research Theory, Design, and Methods</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>IPSY 8552 - Psychological Motivation at Work</td>
<td>5 cr.</td>
</tr>
<tr>
<td>4</td>
<td>RSCH 8210 - Quantitative Reasoning and Analysis</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>Complete Residency 2 at the beginning of your second year, around the time of second research course.</td>
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</tr>
<tr>
<td></td>
<td>Specialization Course*</td>
<td>5 cr.</td>
</tr>
<tr>
<td>5</td>
<td>IPSY 8551 - I/O Tests and Measurement</td>
<td>2 cr.</td>
</tr>
<tr>
<td></td>
<td>RSCH 8310 - Qualitative Reasoning and Analysis</td>
<td>5 cr.</td>
</tr>
<tr>
<td>Quarter</td>
<td>Course</td>
<td>Credits</td>
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<tr>
<td>6</td>
<td>RSCH 8260 - Advanced Quantitative Reasoning and Analysis</td>
<td>5 cr.</td>
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<td></td>
<td>IPSY 8754 - Personnel Psychology in the Workplace</td>
<td>5 cr.</td>
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<tr>
<td>7</td>
<td>IPSY 8579 - Job Attitudes, Measurement, and Change</td>
<td>5 cr.</td>
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<td></td>
<td>IPSY 8202 - Survey Research Methods</td>
<td>5 cr.</td>
</tr>
<tr>
<td>8</td>
<td>RSCH 8360 - Advanced Qualitative Reasoning and Analysis</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>IPSY 8702 - Dissertation Literature Review Lab</td>
<td>2 cr.</td>
</tr>
<tr>
<td>9</td>
<td>Specialization Course*</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>IPSY 8115 - Writing a Quality Prospectus in Psychology <strong>or</strong> IPSY 8185 - Writing a Quality Prospectus in Psychology</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>Complete Residency 3 once you have a prospectus in Walden's review system.</td>
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</tr>
<tr>
<td>10+</td>
<td>Specialization Course*</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>IPSY 9000 - Dissertation**</td>
<td>5 cr. per term for a minimum of 4 terms; taken continuously until completion</td>
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<td></td>
<td>Complete residency 4 after your prospectus is approved as follows:</td>
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<td>Residency 4 General (RESI 8404) <strong>or</strong> Residency 4 Proposal Writing (RESI 8404Q)</td>
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<td>Residency 4 Methods &amp; Data Collection: Qualitative (RESI 8404R) <strong>or</strong> Residency 4 Methods &amp; Data Collection: Quantitative (RESI 8404S)</td>
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<td>Residency 4 Publishing &amp; Presenting (RESI 8404T)</td>
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Quarter | Course | Credits
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| an approved professional conference (RESI 8900 for select programs only. Contact Advising for information.) OR a dissertation intensive (DRWI 8500) during your 9000 course. Contact Student Success Advising to register. You must attend all sessions and advising throughout the entire intensive retreat in order to successfully complete the experience to satisfy residency 4 requirements. **NOTE:** Intensive Retreats are NOT included in Fast Track tuition. | | |
| Optional: Complete a dissertation intensive (DRWI 8500) during IPSY 9000. Contact Student Success Advising to register | | |

* These courses are dependent upon the particular specialization. Please see the course list on each specialization page.

** Students take this course for a minimum of four quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval. In general, students are continuously registered in the dissertation course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation course shell.

To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

For Students Entering With an MS Degree

Minimum Degree Requirements

- Foundation course (3 cr.)
- Core courses (25 cr.)
- Specialization courses (15–17 cr.; see each specialization for specific courses)
- Research courses (10 cr.)
- Completion of the Doctoral Dissertation
  - Dissertation support courses (7 cr.)
Dissertation writing courses (5 cr. per term for a minimum of four terms; taken continuously until completion)

Quarter Plans

Four PhD residencies

Curriculum

Foundation Course (3 cr.)

IPSY 8004 - Foundations of Graduate Study in Psychology

Core Courses (25 cr.)

IPSY 8412 - Research Foundations
IPSY 8551 - I/O Tests and Measurement
IPSY 8552 - Psychological Motivation at Work
IPSY 8754 - Personnel Psychology in the Workplace
IPSY 8579 - Job Attitudes, Measurement, and Change

Research Courses (10 cr.)

RSCH 8260 - Advanced Quantitative Reasoning and Analysis
RSCH 8360 - Advanced Qualitative Reasoning and Analysis

Specialization Courses (15–17 cr.)

These courses are dependent upon the particular specialization. Please see the course list on each specialization page.

Residency Requirements

Residency 1 – Complete Residency 1 as soon as you begin your program; should be completed in Term 1 or Term 2.
Residency 2 – Complete Residency 2 at the beginning of your second year, around the time of second research course.
Residency 3 – Complete Residency 3 once you have a prospectus in Walden’s review system.
Residency 4 – Complete residency 4 after your prospectus is approved as follows:
   Residency 4 General (RESI 8404) OR
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   Residency 4 Methods & Data Collection: Quantitative (RESI 8404S) OR
   Residency 4 Publishing & Presenting (RESI 8404T) OR
an approved professional conference (RESI 8900 for select programs only. Contact Advising for information.) OR
a dissertation intensive (DRWI 8500) during your 9000 course. Contact Student Success Advising to register. You must attend all sessions and advising throughout the entire intensive retreat in order to successfully complete the experience to satisfy residency 4 requirements. **NOTE:** Extensive Retreats are NOT included in Fast Track tuition.

Optional: Complete a dissertation intensive (DRWI 8500) during IPSY 9000. Contact Student Success Advising to register.

**Completion of the Doctoral Dissertation**

**IPSY 8115 - Writing a Quality Prospectus in Psychology OR**
**IPSY 8185 - Writing a Quality Prospectus in Psychology**
**AND**
**IPSY 9000 - Dissertation**
Students take this course for a minimum of four quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval. To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred.

**Course Sequence for Students Entering With an MS Degree**

Students undertake courses in the following sequence.

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<td>IPSY 8552 - Psychological Motivation at Work</td>
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</tr>
<tr>
<td>2</td>
<td>IPSY 8412 - Research Foundations</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>Specialization Course*</td>
<td>5 cr.</td>
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<td>3</td>
<td>RSCH 8260 - Advanced Quantitative Reasoning and Analysis</td>
<td>5 cr.</td>
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<tr>
<td></td>
<td>IPSY 8754 - Personnel Psychology in the Workplace</td>
<td>5 cr.</td>
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<tr>
<td>Quarter</td>
<td>Course</td>
<td>Credits</td>
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</tr>
<tr>
<td>4</td>
<td>IPSY 8551 - I/O Tests and Measurement</td>
<td>5 cr.</td>
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<td>Complete Residency 2 at the beginning of your second year, around the time of second research course.</td>
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<td>RSCH 8360 - Advanced Qualitative Reasoning and Analysis</td>
<td>5 cr.</td>
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<td>IPSY 8702 - Dissertation Literature Review Lab</td>
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<td>IPSY 8579 - Job Attitudes, Measurement, and Change</td>
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<td>Specialization Course*</td>
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<td>Complete Residency 3 once you have a prospectus in Walden's review system.</td>
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<td>7+</td>
<td>Specialization Course*</td>
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<td></td>
<td>IPSY 9000 - Dissertation**</td>
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<td>Complete residency 4 after your prospectus is approved as follows: Residency 4 General (RESI 8404) OR Residency 4 Proposal Writing (RESI 8404Q) OR Residency 4 Methods &amp; Data Collection: Qualitative (RESI 8404R) OR Residency 4 Methods &amp; Data Collection: Quantitative (RESI 8404S) OR Residency 4 Publishing &amp; Presenting (RESI 8404T) OR an approved professional conference (RESI 8900 for select programs only. Contact Advising for information.) OR</td>
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Quarter | Course | Credits
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| | a dissertation intensive (DRWI 8500) during your 9000 course. Contact Student Success Advising to register. You must attend all sessions and advising throughout the entire intensive retreat in order to successfully complete the experience to satisfy residency requirements. **NOTE:** Intensive Retreats are NOT included in Fast Track tuition. | |
| | Optional: Complete a dissertation intensive (DRWI 8500) during IPSY 9000. Contact Student Success Advising to register. | |

* These courses are dependent upon the particular specialization. Please see the course list on each specialization page.

** Students take this course for a minimum of four quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval. In general, students are continuously registered in the dissertation course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation course shell.

To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

Note on Licensure

*The PhD in Industrial and Organizational Psychology is not a licensure-leading program and does not prepare an individual to become a licensed psychology professional.*

Master of Philosophy (Embedded Degree)

Walden awards the Master of Philosophy (MPhil) degree to recognize PhD students for academic achievement leading up to their dissertation. With an MPhil, students will be able to demonstrate to employers and others that they have an advanced knowledge base in their field of study as well as proficiency in research design and evaluation.

Students are eligible to apply for this credential while continuing their PhD program once they have completed:

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All required PhD core courses (or KAMs)
All required PhD specialization courses (or KAMs)
All required doctoral research and advanced research courses
Program prospectus development course
Residencies 1, 2, and 3

A minimum 3.0 GPA is mandatory.
The MPhil requires a minimum of 45 quarter credits. Maximum transfer of credit varies by program but is not to exceed 50% of the overall, or embedded, program requirements.

Doctoral Writing Assessment

Students who start or readmit to doctoral programs at Walden University in the university catalog for academic year 2017 or later will complete the university’s required doctoral writing assessment. Designed to evaluate incoming doctoral students’ writing skills, this assessment aims to help prepare incoming doctoral students to meet the university’s expectations for writing at the doctoral level.

8-Year Maximum Time Frame

Students have up to 8 years to complete their doctoral degree requirements (see Enrollment Requirements). Students may petition to extend the 8-year maximum time frame, but an extension is not guaranteed.

PhD in Management

The ACBSP-accredited online PhD in Management degree from Walden University takes an interdisciplinary approach to the field of management and its influence on the development of individuals and society. Students conduct original research in a specific area of interest as they focus on current management research problems and connect their research to implications for positive social change. Students may choose a specialization that fits a personal or career objective or design an individualized specialization. PhD in Management students explore the challenges and opportunities in their profession and within today’s organizations. Aligning with Walden’s mission of positive social change, students also study ways to facilitate positive social change through original research in management, ethical decision making and theoretical challenges to enhance their capabilities as researchers, scholars, managers, teachers, or consultants.

Learning Outcomes
Evaluate the evolution of the field of management and organizations and its influence on human and societal development.
Analyze key theories, concepts, and tools as they relate to the functioning of leadership and organizations.
Evaluate management and systems thinking principles that have influenced the development of organizations and societal systems.
Evaluate the relevance of seminal, current, and emerging management and organizational change theory and practice from an interdisciplinary perspective.
Demonstrate the skills needed to conduct research that contributes to positive social change.

Completion Program

Students who have been in a PhD Management program at another institution and only need to complete their dissertation may be eligible to earn their doctorate through Walden’s PhD completion program.

Full Program

Specializations

Changing specializations may increase a student's expected time-to-degree completion and cost.

21st Century Finance
Human Resource Management
Information Systems Management
Leadership and Organizational Strategy
Organizational Design and Innovation
Self-Designed

Minimum Degree Requirements

Doctoral Writing Assessment (0 cr.)
Core courses (20 cr.)
Specialization courses (15 cr.)
Foundation Research Sequence (15 cr.)
Advanced Research course (5 cr.)
Completion of Doctoral Capstone
Dissertation Preparation courses (9 cr.)
Dissertation writing course (5 credits per quarter for a minimum of four quarters until completion)
Four PhD residencies

Curriculum

Core Courses (20 cr.)

MGMT 4990M - Business Essentials
MGMT 8003M - Gateway to Doctoral Management Studies
MGMT 8005M - Organizational Perspectives and Implications for Leaders
MGMT 8007M - Complexity and Systems Thinking Dynamics
MGMT 8009M - Organizational Decision Making and Judgment

Specializations Courses (15 cr.)

These courses are dependent upon the particular specialization. Please see the course list on each specialization page.

Foundation Research Sequence (15 cr.)

RSCH 8110 - Research Theory, Design, and Methods
RSCH 8210 - Quantitative Reasoning and Analysis
RSCH 8310 - Qualitative Reasoning and Analysis

Advanced Research Course (5 cr.)

PhD students are required to complete one advanced-level research course that mirrors the methodology of their intended dissertations. The university offers three advanced courses. Students should refer to their specific programs of study to determine program-specific requirements.

One of the following three courses is required:

RSCH 8260 - Advanced Quantitative Reasoning and Analysis
RSCH 8360 - Advanced Qualitative Reasoning and Analysis
RSCH 8460 - Advanced Mixed-Methods Reasoning and Analysis

Residency Requirements

Residency 1 - Complete Residency 1 as soon as you begin your program; no later than within 90 days of completing MGMT 8003M.
Residency 2 - Complete Residency 2 at the beginning of your second year, around the time of second research course (RSCH 8310). Completion of Residencies 1
and 2 is required prior to registration in the advanced research course and MGMT 9000.

Residency 3 - Complete Residency 3 once you have a draft prospectus.

Residency 4 - Complete residency 4 after your prospectus is approved as:
- Residency 4 General (RESI 8404) OR
- Residency 4 Proposal Writing (RESI 8404Q) OR
- Residency 4 Methods & Data Collection: Qualitative (RESI 8404R) OR
- Residency 4 Methods & Data Collection: Quantitative (RESI 8404S) OR
- Residency 4 Publishing & Presenting (RESI 8404T) OR

A dissertation intensive (DRWI 8500) during MGMT 9000M in the dissertation writing phase to progress toward completion and defense of the dissertation. Contact Student Success Advising to register.

Optional: Complete a dissertation intensive (DRWI 8500) during MGMT 9000M. Contact Student Success Advising to register. Note: Intensives are not included in Fast Track tuition.

Completion of the Doctoral Capstone

Dissertation Preparation Courses (9 cr.)

- MGMT 8900M - Prospectus Development and Alignment
- MGMT 8910M - Dissertation Development Process
- MGMT 8920M - Developing the Content Literature Review and Research Method and Design

Dissertation

- MGMT 9000M - Doctoral Dissertation (5 credits per quarter for a minimum of four quarters until completion) *
  *Students are continuously enrolled in MGMT 9000M for a minimum of four quarters until completion of their dissertation with final chief academic officer (CAO) approval.
  To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Learn more about the dissertation process in the Dissertation Guidebook.

Course Sequence

The recommended course sequence is as follows:

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<td>MGMT 4990M - Business Essentials</td>
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<td>Course</td>
<td>Credits</td>
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</tr>
<tr>
<td></td>
<td>MGMT 8003M - Gateway to Doctoral Management Studies</td>
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<td>Complete Residency 1 as soon as you begin your program; no later than within 90 days of completing MGMT 8003M.</td>
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<td></td>
<td>RSCH 8110 - Research Theory, Design, and Methods</td>
<td>5 cr.</td>
</tr>
<tr>
<td>4</td>
<td>MGMT 8xxxM - Specialization Course 1</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>RSCH 8310 - Qualitative Reasoning and Analysis</td>
<td>5 cr.</td>
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<tr>
<td></td>
<td>Complete Residency 2 at the beginning of your second year, around the time of second research course (RSCH 8310). Completion of Residencies 1 and 2 is required prior to registration in the advanced research course and MGMT 9000.</td>
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<tr>
<td>5</td>
<td>MGMT 8xxxM - Specialization Course 2</td>
<td>5 cr.</td>
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<td></td>
<td>RSCH 8210 - Quantitative Reasoning and Analysis</td>
<td>5 cr.</td>
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<td>6</td>
<td>MGMT 8xxxM - Specialization Course 3</td>
<td>5 cr.</td>
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<tr>
<td></td>
<td>MGMT 8920M - Developing the Content Literature Review and Research Method and Design</td>
<td>3 cr.</td>
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<tr>
<td>7</td>
<td>MGMT 8900M - Prospectus Development and Alignment</td>
<td>3 cr.</td>
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<tr>
<td>Quarter</td>
<td>Course</td>
<td>Credits</td>
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<td>MGMT 8910M - Dissertation Development Process</td>
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<td>3 cr.</td>
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<td>MGMT 9000M - Doctoral Dissertation*</td>
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<td>Optional: Complete a PhD dissertation intensive (DRWI 8500) during MGMT 9000. Contact Student Success Advising to register.</td>
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To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Learn more about the dissertation process in the Dissertation Guidebook.

Master of Philosophy (Embedded Degree)

Walden awards the Master of Philosophy (MPhil) degree to recognize PhD students for academic achievement leading up to their dissertation. With an MPhil, students will be able to demonstrate to employers and others that they have an advanced knowledge base in their field of study as well as proficiency in research design and evaluation.

Students are eligible to apply for this credential while continuing their PhD program once they have completed:
- All required PhD core courses (or KAMs)
- All required PhD specialization courses (or KAMs)
- All required doctoral research and advanced research courses
- Program prospectus development course
- Residencies 1, 2, and 3

A minimum 3.0 GPA is mandatory.

The MPhil requires a minimum of 45 quarter credits. Maximum transfer of credit varies by program but is not to exceed 50% of the overall, or embedded, program requirements.

Doctoral Writing Assessment

Students who start or readmit to doctoral programs at Walden University in the university catalog for academic year 2017 or later will complete the university’s required doctoral writing assessment. Designed to evaluate incoming doctoral students’ writing skills, this assessment aims to help prepare incoming doctoral students to meet the university’s expectations for writing at the doctoral level.

Accreditation

Walden University’s PhD in Management program is accredited by the Accreditation Council for Business Schools and Programs (ACBSP). ACBSP is a leading, specialized accreditation association that identifies and supports excellence in business education.
8-Year Maximum Time Frame

Students have up to 8 years to complete their doctoral degree requirements (see Enrollment Requirements). Students may petition to extend the 8-year maximum time frame, but an extension is not guaranteed.

Psyd in Behavioral Health Leadership

Today’s healthcare system demands behavioral health leaders who can manage the delivery of quality behavioral health and mental health services in an increasingly integrated care setting. Students in this professional doctoral program in leadership are prepared to meet this need. Students in this nonlicensure program can gain cross-disciplinary knowledge, business and management skills, and practical experience that can be used to help shape the rapidly changing integrated healthcare landscape.

Learning Outcomes

Graduates of the PsyD in Behavioral Health Leadership program will be able to:

Articulate the foundation of behavioral health leadership.
Develop a personal orientation to the practice of behavioral health leadership that is theoretically and empirically anchored.
Produce an applied practice-based project exploring a behavioral health practice issue or problem.
Assess behavioral health behavior in broad cultural, social, political, and/or economic contexts.
Evaluate the delivery of psychological services of behavioral health programs for diverse populations.
Develop leadership skills for the management of mental health delivery systems.
Evaluate relevant ethical principles in managing products and delivery of services in behavioral health work settings.
Describe how legal and regulatory policies in behavioral healthcare impact individuals, communities, and society.
Promote positive social change through evidence-based behavioral health leadership practices.
Demonstrate the ability to apply principles of behavioral health leadership in diverse mental health delivery settings.

Specializations

Changing specializations may increase a student's expected time-to-degree completion and cost.
General (see information below)
Health Psychology
Healthcare Management
Industrial/Organizational Psychology
International Practice
Public Health
Teaching

Minimum Degree Requirements

Doctoral Writing Assessment
Professional Development Plan and Program of Study
Foundation course (3 cr.)
Core courses (40 cr.)
Research courses (15 cr.)
Specialization courses (15 cr.)
  Note: The General program does not require specialization courses.
Completion of Doctoral Capstone
  Dissertation support course (5 cr.)
  Doctoral capstone writing courses (5 cr. per term for a minimum of four terms; taken continuously until completion)
  Completion of a beginning-of-quarter, mid-quarter, and end-of-quarter plan for each term
Residencies
  Consulting Skills Intensive (Residency 1)
  Doctoral Project Development (Residency 2)

Curriculum

Foundation Course (3 cr.)

  PBHL 8002 - Foundations of Graduate Study

Core Courses (40 cr.)

  PBHL 8012 - Behavioral Health Management
  PBHL 8214 - Consulting for Organizational Change
  PBHL 8200 - Behavioral Health Social Entrepreneurship and Advocacy
  PBHL 8600 - Governance, Law, and Policy for Healthcare Leaders or Behavioral Healthcare
  PBHL 8755 - Leadership and Leader Development
  PBHL 8300 - Healthcare Financial Management and Economics
  PBHL 8465 - Strategic Planning: Collaboration, Cooperation, and Coordination
PBHL 8315 - Program Evaluation
OR
PBHL 8207 - Grant Writing

Research Courses (15 cr.)

- RSCH 8110 - Research Theory, Design, and Methods
- RSCH 8210 - Quantitative Reasoning and Analysis
- RSCH 8310 - Qualitative Reasoning and Analysis

Specialization Courses (15 cr.)

These courses are dependent upon the particular specialization. Please see the course list on each specialization page.

Residency Requirements

Complete Residency 1 (DRWI-8504 Consulting Skills Intensive) in Term 2 or 3 in order to advance in the program. See Capstone Intensive Retreats for the CSI schedule of events.

Complete Residency 2 (DRWI-8507 PsyD BHL Doc Project Virtual) in Term 4 or 5 in order to advance in the program. See the Residencies calendar.

Doctoral Capstone Courses

- PBHL 8900 - Doctoral Research Project Lab
- PBHL 9001 - BHL Doctoral Study 1 (taken continuously until completion) AND
- PBHL 9002 - BHL Doctoral Study 2 (taken continuously until completion) AND
- PBHL 9003 - BHL Doctoral Study 3 (taken continuously until completion) AND
- PBHL 9004 - BHL Doctoral Study 4 (taken continuously until completion)

Course Sequence

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>I</td>
<td>PBHL 8002 - Foundations of Graduate Study</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>PBHL 8012 - Behavioral Health Management</td>
<td>5 cr.</td>
</tr>
</tbody>
</table>
Students undertake courses in the following sequence.

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Complete Residency 1, DRWI 8504 - Consulting Skills Intensive in Term 2 or 3 in order to advance in the program. See Capstone Intensive Retreats for the CSI schedule of events.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>PBHL 8214 - Consulting for Organizational Change</td>
<td>5 cr.</td>
</tr>
<tr>
<td>2*</td>
<td>RSCH 8110 - Research Theory, Design, and Methods</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>Must have completed Residency 1, DRWI 8504 - Consulting Skills Intensive by the end of Term 3 to enroll in Term 4 courses.</td>
<td></td>
</tr>
<tr>
<td>3*</td>
<td>PBHL 8200 - Behavioral Health Social Entrepreneurship and Advocacy</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>PBHL 8600 - Governance, Law, and Policy for Healthcare Leaders or Behavioral Healthcare</td>
<td>5 cr.</td>
</tr>
<tr>
<td>4**</td>
<td>PBHL 8755 - Leadership and Leader Development</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>RSCH 8210 - Quantitative Reasoning and Analysis</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>Complete Residency 2, DRWI 8507 - PsyD BHL Doc Project Virtual, in Term 4 or 5 in order to advance in the program. See the Residencies calendar.</td>
<td></td>
</tr>
<tr>
<td>5**</td>
<td>PBHL 8300 - Healthcare Financial Management and Economics</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>RSCH 8310 - Qualitative Reasoning and Analysis</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>Must have completed Residency 2, DRWI 8507 - PsyD BHL Doc Project Virtual, by the end of Term 6 to enroll in Term 7 courses.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>PBHL 8465 - Strategic Planning: Collaboration, Cooperation, and Coordination</td>
<td>5 cr.</td>
</tr>
</tbody>
</table>
Students undertake courses in the following sequence.

<table>
<thead>
<tr>
<th>Quarter</th>
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<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PBHL 8315 - Program Evaluation OR PBHL 8207 -</td>
<td>2 cr.</td>
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<tr>
<td></td>
<td>Grant Writing</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Specialization Course</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>Specialization Course</td>
<td>5 cr.</td>
</tr>
<tr>
<td>8</td>
<td>Specialization Course</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>PBHL 8900 - Doctoral Research Project Lab</td>
<td>5 cr.</td>
</tr>
<tr>
<td>9+</td>
<td>PBHL 9001 - BHL Doctoral Study 1*** AND PBHL</td>
<td>5 cr. per term for a minimum of 4 terms; taken</td>
</tr>
<tr>
<td></td>
<td>9002 - BHL Doctoral Study 2 AND PBHL 9003 -</td>
<td></td>
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<tr>
<td></td>
<td>BHL Doctoral Study 3 AND PBHL 9004 - BHL</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Doctoral Study 4</td>
<td></td>
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</tbody>
</table>

* Complete Residency 1, DRWI 8504 - Consulting Skills Intensive in Term 2 or 3 in order to advance in the program. See Capstone Intensive Retreats for the CSI schedule of events.

** Complete Residency 2, DRWI 8507 - PsyD BHL Doc Project Virtual in Term 4 or 5 in order to advance in the program. See the Residencies calendar.

*** Students take this course for a minimum of four quarters and are continuously enrolled until completion of their doctoral research project with final chief academic officer (CAO) approval. In general, students are continuously registered in the doctoral capstone course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the doctoral capstone course shell.

To complete a doctoral capstone, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their capstone on ProQuest before their degree is conferred.

Note on Licensure

*The PsyD in Behavioral Health Leadership is not a licensure-leading program and does not prepare an individual to become a licensed psychology professional.*
Doctoral Writing Assessment

Students who start or readmit to doctoral programs at Walden University in the university catalog for academic year 2017 or later will complete the university's required doctoral writing assessment. Designed to evaluate incoming doctoral students' writing skills, this assessment aims to help prepare incoming doctoral students to meet the university's expectations for writing at the doctoral level.

8-Year Maximum Time Frame

Students have up to 8 years to complete their doctoral degree requirements (see Enrollment Requirements). Students may petition to extend the 8-year maximum time frame, but an extension is not guaranteed.

Post-Doctoral Certificate Programs

Post-Doctoral Bridge to Business Administration Certificate

The Post-Doctoral Bridge to Business Administration Certificate program is designed to provide students who hold a doctoral degree in business or a non-business field with core knowledge in a business discipline outside their previous doctoral studies. Students explore such topics as marketing, business strategy, and compliance. This certificate program emphasizes business aspects in a global context and explores relevant trends students can apply in settings that include postsecondary education, research, and consulting.

With the exception of DDBA 8006, DDBA 8161, and a maximum of one course in a three-course focus area that satisfies a learning outcome in a different focus area, any courses used toward the completion of a doctoral program cannot be applied toward the completion of the post-doctoral bridge certificate.

Certificate Requirements

- Hold a recognized terminal degree in a business or non-business field
- 15 total semester credit hours
  - Foundation course (3 sem. cr.)
  - Core course (3 sem. cr.)
  - Focus courses (9 sem. cr.)

Curriculum

Foundation Course (3 sem. cr.)
DDBA 8006 - Contemporary Challenges in Business

Core Course (3 sem. cr.)

DDBA 8161 - Business Strategy and Innovation for Competitive Advantage

Focus Courses (9 sem. cr.)

Choose from one of the following three-course focus sequences:

Accounting

DDBA 8550 - Seminar in Managerial Accounting
DDBA 8551 - Seminar in Accounting-Based Performance Evaluation Systems
DDBA 8552 - Seminar in International Aspects of Managerial Accounting

Entrepreneurship

DDBA 8511 - Seminar in Innovation Management
DDBA 8541 - Seminar in Entrepreneurial Finance
DDBA 8531 - Seminar in B2B Marketing

Finance

DDBA 8540 - Seminar in International Finance
DDBA 8541 - Seminar in Entrepreneurial Finance
DDBA 8523 - Seminar in Law and Compliance

Healthcare Management

DDBA 8560 - Seminar in Healthcare Managerial Decision Making
DDBA 8561 - Seminar in Managing Healthcare Delivery Systems
DDBA 8562 - Seminar in Law and Ethics in Healthcare Management

Human Resource Management

DDBA 8580 - The New HR: The Savvy Strategic Partner
DDBA 8581 - Succession Planning: A Survival Tool of the Fittest
DDBA 8582 - An HR Plan for Organizational Agility

Information Systems Management

DDBA 8510 - Seminar in Global Supply Chain Management
DDBA 8511 - Seminar in Innovation Management
DDBA 8512 - Seminar in IT for Competitive Advantage

International Business
DDBA 8510 - Seminar in Global Supply Chain Management
DDBA 8540 - Seminar in International Finance
DDBA 8524 - Seminar in Multicultural Management

Leadership

DDBA 8521 - Seminar in Change Management
DDBA 8522 - Seminar in Sustainability
DDBA 8524 - Seminar in Multicultural Management

Marketing

DDBA 8533 - Seminar in Marketing Research
DDBA 8531 - Seminar in B2B Marketing
DDBA 8532 - Seminar in Consumer Behavior

Project Management

DDBA 8570 - Seminar in Program and Portfolio Management
DDBA 8571 - Seminar in Project Portfolio Performance and Organizational Effectiveness
DDBA 8572 - Seminar in Project-Based Strategic Leadership

Course Sequence

The recommended course sequence is as follows:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>DDBA 8006 - Contemporary Challenges in Business</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>DDBA 8161 - Business Strategy and Innovation for Competitive Advantage</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>2</td>
<td>Focus Courses* (2)</td>
<td>6 sem. cr.</td>
</tr>
<tr>
<td>3</td>
<td>Focus Course* (1)</td>
<td>3 sem. cr.</td>
</tr>
</tbody>
</table>

* Note: Students take focus courses in the three-course sequences as listed.

Post-Doctoral Bridge to Management Certificate

The Post-Doctoral Bridge to Management Certificate program is designed to provide students who hold a doctoral degree in management or a non-management field with core knowledge in a management discipline outside their previous doctoral studies.
Students explore areas such as finance, human resources and organizational behavior, leadership strategy, innovation and organizational design, and information systems. This certificate program emphasizes management aspects in a global context and explores relevant trends students can apply in settings that include postsecondary education, research, and consulting.

With the exception of MGMT 8003M, any courses used toward the completion of a doctoral program cannot be applied toward the completion of the post-doctoral bridge certificate.

Certificate Requirements

Hold a recognized terminal degree in a business or non-business field
20 total quarter credit hours
Foundation course (5 cr.)
Focus courses (15 cr.)

Curriculum

Foundation Course (5 cr.)

MGMT 8003M - Gateway to Doctoral Management Studies

Focus Courses (15 cr.)

Choose from one of the following three-course focus sequences*:

Leadership and Organizational Strategy

MGMT 8405M - Challenging Conventional Leadership and Influence
MGMT 8415M - Socially Conscious Leader
MGMT 8425M - Responding to Behavior and Change as a Multicultural Leader

Information Systems Management

MGMT 8505M - IT Security and Compliance
MGMT 8515M - Strategic IT Leadership and System Architecture
MGMT 8525M - Big Data Decision Making and Management

21st Century Finance

MGMT 8605M - Financial Risk Management and Decision Making for Organizations
MGMT 8615M - Financial Corporate Social Responsibility and Ethics
MGMT 8625M - Leadership Through Changing Financial Organizational Structures
Human Resource Management

MGMT 8705M - Organizational Behavior Performance and Evaluation
MGMT 8715M - Human Resource Strategy, Legal, and Ethical Considerations
MGMT 8725M - Human Resource Talent Management

Organizational Design and Innovation

MGMT 8805M - Agile and Disruptive Innovation Management
MGMT 8815M - Managing by Design Theory
MGMT 8825M - Ethics of Artificial Intelligence and Autonomous Systems

Course Sequence

The recommended course sequence is as follows:

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>MGMT 8003M - Gateway to Doctoral Management Studies</td>
<td>5 cr.</td>
</tr>
<tr>
<td>2+</td>
<td>Focus Courses*</td>
<td>15 cr.</td>
</tr>
</tbody>
</table>

*Note: Students take focus courses in the three-course sequences as listed.

Dual Degree

BS in Business Administration Dual Degree and Global Business Concentration Programs

This program is no longer accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

Graduates in the Dual Degree program obtain both their home institution Bachelor of Science (BS) in Business Administration as well as a BS in Business Administration from Walden University. Both programs can be completed in nine semesters.

The Walden Dual Degree program is designed to give students the tools for an international career in business. It is a 10-course sequence of core courses in the Walden BS in Business Administration program that, taken in conjunction with the home institution BS in Business Administration program allows the student to earn a BS in Business Administration from Walden University.

The Dual Degree program has many benefits:

- It offers an intensive curriculum designed to build business skills.
Students additionally obtain a Certificate on Global Business upon completion of the fourth Walden University course, and a Certificate in Global Marketing Communications upon completion of the seventh course. Students obtain their BSBA degree upon completion of their last course in the sequence of Walden University Dual Degree coursework, and completion of their UVM course work is required.

The course sequence is designed to allow the student the same amount of time to complete the bachelor's degree at their local university.

Students can earn a degree from a U.S. university without leaving their home country.

Students become skilled at working individually and in teams at distance using technology.

Students build their English skills for use in professional and business environments. Students learn time management skills to meet the exigencies of a dual degree, the academic demands of the on-site home campus and the different demands of Walden's one online program.

The Dual Degree program offers start dates every semester: January, May, and September. Please consult with the Walden coordinator for specific details.

Global Business Concentration Program

The Global Business Concentration (GBC) is designed for students who wish to enhance their global business knowledge, complete coursework from a U.S. university, and gain business knowledge and experience. Students are not required to have previous coursework in business, and thus, students from non-business majors interested in obtaining training and a credential in business from a U.S. institution can participate. The concentration is a three-course sequence, two of which are used in the Dual Degree program.

The Global Business Concentration has many benefits:

- It requires only three semesters of coursework to complete the sequence.
- Students will receive a Certificate of Recognition from Walden University upon successful completion of the courses.
College of Nursing

Bachelor's Degree Programs

Bachelor of Science in Nursing (BSN) (Competency Based)

Tempo Learning® is Walden's competency-based education modality, an alternative way of earning a Walden degree offered for some Walden programs. Instead of courses, the Walden Tempo Learning® program is comprised of competencies and rigorous assessments. Students progress through the Tempo Learning® model by successfully passing competency assessments. A student must successfully achieve or master all competency assessments to graduate from the program.

Students earn the same Walden degree whether they choose the course-based or the competency-based modality.

Tracks

- RN-BSN Track (see below)
- RN-BSN-AIM Track (Competency Based)

RN-BSN Track

Degree Requirements

- 180 total credits
- General education courses (50 cr.)
- Upper-level nursing core courses (50 cr.)
- Elective courses and prior nursing credit (80 cr.)

Core Curriculum

General Education Courses (50 cr.)

See the general education section of this Walden University Catalog.

Upper-Level Nursing Core (50 cr.)

NURS 3100 - Issues and Trends in Nursing

(Note: NURS 3100 is worth 5 credits, not 6, in the competency-based program.)
IN3001 The Power of Nursing
Recognize the role of the nurse as a leader in the dynamic field of healthcare.

IN3002 Nurses at the Forefront of Issues and Trends
Analyze factors, issues, and trends impacting the nursing profession.

IN3003 Quality and Safety Practices for Healthcare Solutions
Explain how evidence-based nursing solutions promote patient quality and safety.

IN3004 Interprofessional Teamwork: Civil Collaboration for the Common Good
Recommend appropriate strategies to promote civility and interprofessional communication in the workforce.

IN3005 Powerful Caring Leads to Social Change
Analyze the responsibility of nursing professionals to advocate for social change.

IN3006 Creating Your Personal Nursing Legacy
Evaluate areas of strength and areas of professional growth for improving the health and healthcare delivery of populations.

NURS 3020 - Health Assessment

HA3001 Cultural and Genetic Influences on Health
Identify population health, cultural influences, and genetic and genomic information as it relates to conducting a health history and physical assessment.

HA3002 Ethical Issues in Health Assessment
Articulate ethical issues related to obtaining a health history and physical exam.

HA3003 Biopsychosocial Factors
Evaluate the impact of biopsychosocial factors on a patient during a health assessment.

HA3004 Comprehensive Health History
Conduct and document a comprehensive health history.

HA3005 Comprehensive Physical Assessment
Conduct and document a comprehensive physical assessment.

NURS 3110A - Information Management and Patient Care Technology

IM3001A Informatics in Healthcare
Recognize the importance of nursing informatics in healthcare and how it impacts the nurse’s role and the healthcare institution.

IM3002A Clinical Data Evaluation
Evaluate clinical data to support evidence-based decision-making related to safe, quality healthcare delivery.

IM3003A Protecting Patient Privacy
Use strategies to ensure the protection of patient data and privacy.

IM3004A Healthcare Technology and Informed Decision Making
Create educational plans in collaboration with patients based on information from healthcare technology.

NURS 3150 - Foundations of Nursing Research
NR3001 Research Process
Recognize the elements of the research process.
NR3002 Research Methodology
Analyze research methodologies.
NR3003 Interpreting Data
Analyze and interpret research data.
NR3004 Research Recommendations
Generate reasonable conclusions and recommendations based on published research findings.

NURS 4100 - Quality and Safety Through Evidence-Based Practice
EP4001 Evidence-Based Practice Models for Research
Understand the importance of using models to facilitate evidence-based practice.
EP4002 Clinical Nursing Issues
Develop an evidence-based practice question based on a clinical nursing issue.
EP4003 Evaluating Research
Evaluate research related to a clinical practice issue.
EP4004 Designing Interventions
Recommend evidence-based clinical interventions or process improvements to promote positive patient health outcomes.

NURS 4105 - Advocacy Through Healthcare Policy
HP4001 Policy and the Role of the Nurse
Analyze the role of the nurse as a force that shapes policy.
HP4002 U.S. Healthcare System
Demonstrate an understanding of the U.S. healthcare system.
HP4003 Social Determinants of Health
Analyze healthcare policy and social determinants of health and how they impact health disparities.
HP4004 Evaluating Health Policy
Evaluate federal, state, and local policies on healthcare.
HP4005 Advocacy for Policy Change
  Recommend policy change to advocate for positive patient outcomes.
NURS 4115 - Role of the Nurse—Public and Global Health
GH4001 Principles of Epidemiology
  Recognize principles of epidemiology.
GH4002 The Role of the Nurse in Disaster and Emergency Preparedness
  Analyze the role of the nurse leader in preparing for and responding to public health disasters and emergencies.
GH4003 Communication and Collaboration With Diverse Cultures
  Analyze population health beliefs and behaviors to inform culturally competent nursing practice.
GH4004 The State of Global Health
  Compare a health problem and the healthcare system of the U.S. to other countries.
NURS 4210 - Role of the Nurse Leader in Population Health
PH4001 The Role of the Nurse Leader in Population Health
  Analyze the role of the nurse leader in population health.
PH4002 Identifying Health Problems Within Your Community
  Justify a public health problem within your community using multiple sources of data.
PH4003 Community Assessment (Practicum)
  Analyze a population health problem based on a community assessment.
PH4004 Evidence-Based Practice in Public Health Nursing (Practicum)
  Synthesize sources of information to inform public health nursing interventions.
PH4005 Evidence-Based Intervention Plan (Practicum)
  Create an evidence-based primary intervention plan at the system level in collaboration with health leaders to improve the health of a population in your community.
NURS 4005 - Topics in Clinical Nursing
CN4001 Nurse as Leader
  Analyze the leadership role of the nurse in preventing and managing health problems across the lifespan in healthcare practice settings.
CN4002 Genetics and Genomics
CN4003 Staffing Plan
  Analyze the process of creating a staffing plan that meets both patient care needs and budget constraints.
CN4004 Data-Driven Nursing Interventions
   Create a data-driven nursing intervention based on quality indicators.

NURS 4220A - Leadership Competencies in Nursing and Healthcare
   LC4001A Leadership for Organizational Culture and Growth
      Analyze leadership for organizational culture and growth to promote positive social change through patient quality and safety.

   LC4002A Healthcare Quality
      Analyze healthcare quality for nursing practice.

   LC4003A Quality Improvement Processes
      Analyze quality improvement processes.

   LC4004A Quality Improvement Tools
      Analyze information from quality improvement tools.

   LC4005A Improving Patient Quality and Safety
      Apply quality improvement processes and tools as a scholar-practitioner to improve quality and safety.

Elective Courses and Prior Nursing Credit (80 cr.)

Nurses admitted to the program may be awarded up to 50 quarter credits for meeting competencies required to achieve the nursing license through either a diploma program or an associate degree program.

Students with less than 80 transfer credits can choose elective courses from any of Walden's bachelor degree programs.

**Bachelor of Science in Nursing (BSN) Completion Program**

In the Bachelor of Science in Nursing (RN-BSN) Completion Program, current registered nurses (RNs) who have a diploma or associate degree in nursing are provided with the opportunity to earn a BSN degree.

Walden's Commission on Collegiate Nursing Education (CCNE)-accredited RN-BSN completion program is structured to support and equip RNs with specialized skills and current knowledge they can apply on the job immediately. Students may be eligible to transfer up to 75%* of the required credits. Classes start every 6 weeks.**

The hallmark offering of this program is the interactive Digital Learning Experience™ by Shadow Health®. With real-time, virtual assessments, students can engage in a highly interactive learning environment through the simulation.

Prospective Washington students: Walden University is approved by the Washington State Nursing Care Quality Assurance Commission to provide practice experiences in Washington State for a Bachelor's of Science in Nursing; Master of Science in Nursing
with a specialization in Nursing Education, Nursing Informatics, Leadership and Management, Family Nurse Practitioner, Adult-Gerontology Acute Care Nurse Practitioner, Adult-Gerontology Primary Care Nurse Practitioner, and Psychiatric and Mental Health Nurse Practitioner; as well as the Doctor of Nursing Practice (DNP) program. For more information, go to the following website: https://www.doh.wa.gov/LicensesPermitsandCertificates/NursingCommission/NursingEducation/NursingPrograms.

Note: The Bachelor of Science in Nursing (BSN) program is offered in two different learning modalities: the course-based modality and the competency-based modality, Tempo Learning®.

* **Transfer credits and start times do not apply to the Bachelor of Science in Nursing (BSN) (Competency Based) modality.

Learning Outcomes

- Apply leadership and informatics concepts in decision making to promote patient safety and quality care.
- Use evidence based on the sciences, humanities, and research to guide nursing practice across the health-illness continuum in a variety of healthcare settings.
- Evaluate the implications of policy on issues of access, equity, affordability, and social justice in healthcare delivery including the health of vulnerable populations and healthcare disparities.
- Demonstrate effective communication and collaboration skills to improve patient outcomes.
- Implement individual and population-focused interventions to promote health and to prevent and manage disease and injuries.
- Exhibit accountability for personal and professional behaviors in accordance with standards of moral, ethical, and legal conduct with a commitment to continuous professional development.
- Provide patient-centered nursing care based on a comprehensive and focused health assessment across the lifespan using sound clinical judgment as well as developmentally and culturally appropriate approaches.

Competency-Based Education

In addition to the course-based option described below, students can choose to earn their Bachelor of Science in Nursing (BSN) through the competency-based education modality. Upon successful completion of program requirements, students will earn the
same Walden degree in either modality. See the Bachelor of Science in Nursing (BSN) (Competency Based) page for program details.

Course-Based Program

Tracks

RN-BSN Track
RN-BSN-AIM Track

Accreditation

The Baccalaureate Degree Program in Nursing (BSN), Master’s Degree Program in Nursing (MSN), and Doctor of Nursing Practice (DNP) program at Walden University are accredited by the Commission on Collegiate Nursing Education (https://www.aacnnursing.org/CCNE). Officially recognized by the U.S. Secretary of Education as a national accreditation agency, the Commission on Collegiate Nursing Education (CCNE) is an autonomous accrediting agency, contributing to the improvement of the public's health. CCNE ensures the quality and integrity of baccalaureate, graduate, and residency programs in nursing.

Note on Field Experience and Relocating

Students who are considering relocating are advised to contact their student success advisor prior to any decision to relocate in order to determine how relocation may impact progress in their program. Advisors can provide information and guidance on how relocating may result in possible changes, restrictions, and/or additional requirements affecting field experience. Each Board of Nursing and Higher Education Authority governs the field experience rules and regulations in their respective states, and students may be unable to complete field experience in the state in which they plan to relocate. While Walden is committed to working collaboratively with students to secure field sites across the United States, it is imperative that students contact their student success advisor immediately when considering relocating.

Concentrations

**RN-BSN Track - Bachelor of Science in Nursing (BSN)**

The Bachelor of Science in Nursing (BSN) Completion Program provides current registered nurses (RNs) who have a diploma or associate's degree in nursing with the opportunity to earn a BSN degree.

The program is specifically designed to provide students with the evidence-based practices that can be applied on the job immediately. At the same time, students will develop the skills of reflection, independent learning, and enhanced critical thinking that will enable them to stay current in their field throughout their career.
Degree Requirements

181 total credits
- General education courses
- Upper-level nursing core courses (51 cr.)
- Elective courses and prior nursing credit (80 cr.)

Curriculum

General Education Courses (50 cr.)

See the general education section of this Walden University Catalog.

Upper-Level Nursing Core (51 cr.)

- NURS 3100 - Issues and Trends in Nursing
- NURS 3020 - Health Assessment
- NURS 3110 - Information Management and Patient Care Technology
- NURS 3150 - Foundations of Nursing Research
- NURS 4100 - Quality and Safety Through Evidence-Based Practice
- NURS 4105 - Advocacy Through Healthcare Policy
- NURS 4115 - Role of the Nurse—Public and Global Health
- NURS 4210 - Role of the Nurse Leader in Population Health
- NURS 4005 - Topics in Clinical Nursing
- NURS 4220 - Leadership Competencies in Nursing and Healthcare

Elective Courses and Prior Nursing Credit (80 cr.)

Nurses admitted to the program may be awarded up to 50 quarter credits for meeting competencies required to achieve the nursing license through either a diploma program or an associate degree program.

Students with less than 80 transfer credits can choose elective courses from any of Walden’s bachelor degree programs.

Note on Field Experience and Relocating

Students who are considering relocating are advised to contact their student success advisor prior to any decision to relocate in order to determine how relocation may impact progress in their program. Advisors can provide information and guidance on how relocating may result in possible changes, restrictions, and/or additional requirements affecting field experience. Each Board of Nursing and Higher Education Authority governs the field experience rules and regulations in their respective states, and students may be unable to complete field experience in the state in which they plan.
to relocate. While Walden is committed to working collaboratively with students to secure field sites across the United States, it is imperative that students contact their student success advisor immediately when considering relocating.

**RN-BSN-AIM Track - Bachelor of Science in Nursing (BSN)**

The RN-BSN-AIM program provides current registered nurses (RNs) who have a diploma and/or associate's degree in nursing with the opportunity to earn a BSN degree as well as take three master's-level courses that can be transferred* into a Master of Science in Nursing (MSN) degree.

The program is specifically designed to provide students with the evidence-based practices that can be applied on the job immediately. At the same time, students will develop the skills of reflection, independent learning, and enhanced critical thinking that will enable them to stay current in their field throughout their career.

The RN-BSN-AIM program will provide a student with a bachelor's degree. All students will enter the program with previously earned education credits. These credits may include:

- Credits awarded for meeting competencies required to achieve the nursing license through either a diploma program or an associate's degree program.
- Transfer credits from undergraduate courses that they have taken at other universities.
- 135 of the 181 quarter credits may potentially be transferred into the program (depending upon the qualifications the students bring as they enter).

*After completion of the BSN program, students must apply to the MSN program, and the three master's-level courses can be transferred into an MSN degree if the students receive a grade of B or higher.

**Degree Requirements**

181 total credits
- General Education (50 cr.)
- Upper-level nursing core courses (51 cr.)
  - NURS 5050, NURS 5051, and NURS 5052 will transfer into the MSN program with a grade of B or higher.
- Elective courses and prior nursing credit (80 cr.)

**Curriculum**

General Education Courses (50 cr.)
See the general education section of this *Walden University Catalog*.

**Upper-Level Nursing Core Courses (51 cr.)**

- NURS 3100 - Issues and Trends in Nursing
- NURS 3020 - Health Assessment
- NURS 3150 - Foundations of Nursing Research
- NURS 4115 - Role of the Nurse—Public and Global Health
- NURS 5052 - Essentials of Evidence-Based Practice
- NURS 4005 - Topics in Clinical Nursing
- NURS 5050 - Policy and Advocacy for Improving Population Health
- NURS 4210 - Role of the Nurse Leader in Population Health
- NURS 5051 - Transforming Nursing and Healthcare Through Technology
- NURS 4220 - Leadership Competencies in Nursing and Healthcare

**Elective Courses and Prior Nursing Credit (80 cr.)**

Nurses admitted to the program may be awarded up to 50 quarter credits for meeting competencies required to achieve the nursing license through either a diploma program or an associate degree program.

Students with less than 80 transfer credits can choose elective courses from any of Walden’s bachelor degree programs.

**Note on Field Experience and Relocating**

Students who are considering relocating are advised to contact their student success advisor prior to any decision to relocate in order to determine how relocation may impact progress in their program. Advisors can provide information and guidance on how relocating may result in possible changes, restrictions, and/or additional requirements affecting field experience. Each Board of Nursing and Higher Education Authority governs the field experience rules and regulations in their respective states, and students may be unable to complete field experience in the state in which they plan to relocate. While Walden is committed to working collaboratively with students to secure field sites across the United States, it is imperative that students contact their student success advisor immediately when considering relocating.

**RN-BSN-AIM Track - Bachelor of Science in Nursing (BSN) (Competency Based)**

The RN-BSN-AIM program provides current registered nurses (RNs) who have a diploma and/or associate’s degree in nursing with the opportunity to earn a BSN degree as well as take three master’s-level courses that can be transferred into a Master of Science in Nursing (MSN) degree.
The program is specifically designed to provide students with the evidence-based practices that can be applied on the job immediately. At the same time, students will develop the skills of reflection, independent learning, and enhanced critical thinking that will enable them to stay current in their field throughout their career.

The RN-BSN-AIM program will provide a student with a bachelor's degree. All students will enter the program with previously earned education credits. These credits may include:

- Credits awarded for meeting competencies required to achieve the nursing license through either a diploma program or an associate’s degree program.
- Transfer credits from undergraduate courses that they have taken at other universities.
- 135 of the 180 quarter credits may potentially be transferred into the program (depending upon the qualifications the students bring as they enter).

* After completion of the BSN program, students must apply to the MSN program, and the three master’s-level courses can be transferred into an MSN degree if the students receive a grade of "B" or higher.

Degree Requirements

180 total credits
- General education courses (50 cr.)
- Upper-level nursing core courses (50 cr.)
  - NURS 5050, NURS 5051, and NURS 5052 will transfer into the MSN program
- Elective courses and prior nursing credit (80 cr.)

Core Curriculum

General Education Courses (50 cr.)

See the general education section of this Walden University Catalog.

Upper-Level Nursing Core (50 cr.)

NURS 3100 - Issues and Trends in Nursing
(Note: NURS 3100 is worth 5 credits, not 6, in the competency-based program.)
IN3001 The Power of Nursing
  - Recognize the role of the nurse as a leader in the dynamic field of healthcare.
IN3002 Nurses at the Forefront of Issues and Trends  
Analyze factors, issues, and trends impacting the nursing profession.

IN3003 Quality and Safety Practices for Healthcare Solutions  
Explain how evidence-based nursing solutions promote patient quality and safety.

IN3004 Interprofessional Teamwork: Civil Collaboration for the Common Good  
Recommend appropriate strategies to promote civility and interprofessional communication in the workforce.

IN3005 Powerful Caring Leads to Social Change  
Analyze the responsibility of nursing professionals to advocate for social change.

IN3006 Creating Your Personal Nursing Legacy  
Evaluate areas of strength and areas of professional growth for improving the health and healthcare delivery of populations.

NURS 3020 - Health Assessment

HA3001 Cultural and Genetic Influences on Health  
Identify population health, cultural influences, and genetic and genomic information as it relates to conducting a health history and physical assessment.

HA3002 Ethical Issues in Health Assessment  
Articulate ethical issues related to obtaining a health history and physical exam.

HA3003 Biopsychosocial Factors  
Evaluate the impact of biopsychosocial factors on a patient during a health assessment.

HA3004 Comprehensive Health History  
Conduct and document a comprehensive health history.

HA3005 Comprehensive Physical Assessment  
Conduct and document a comprehensive physical assessment.

NURS 3150 - Foundations of Nursing Research

NR3001 Research Process  
Recognize the elements of the research process.

NR3002 Research Methodology  
Analyze research methodologies.

NR3003 Interpreting Data  
Analyze and interpret research data.

NR3004 Research Recommendations  
Generate reasonable conclusions and recommendations based on published research findings.
NURS 4115 - Role of the Nurse—Public and Global Health

GH4001 Principles of Epidemiology
Recognize principles of epidemiology.
GH4002 The Role of the Nurse in Disaster and Emergency Preparedness
Analyze the role of the nurse leader in preparing for and responding to public health disasters and emergencies.
GH4003 Communication and Collaboration With Diverse Cultures
Analyze population health beliefs and behaviors to inform culturally competent nursing practice.
GH4004 The State of Global Health
Compare a health problem and the healthcare system of the U.S. to other countries.

NURS 5052 - Essentials of Evidence-Based Practice

EB001 Evidence-Based Practice and the Quadruple Aim
Analyze the relationship between evidence-based practice and the Quadruple Aim in healthcare organizations.
EB002 Research Methodology
Analyze research methodologies described in peer-reviewed articles.
EB003 Clinical Inquiry, Problem-Intervention-Comparison-Outcome-Time (PICOT), and Searching Databases
Analyze relevant, peer-reviewed articles in support of PICOT questions.
EB004 Critical Appraisal, Evaluation/Summary, and Synthesis of Evidence
Recommend best practices based on critical appraisal of evidence-based research.
EB005 Evidence-Based Decision-Making
Recommend evidence-based organizational changes using an evidence-based practice approach to decision making.
EB006 Disseminating Evidenced-Based Practice Changes
Analyze dissemination strategies for evidence-based practice changes in healthcare.

NURS 4005 - Topics in Clinical Nursing

CN4001 Nurse as Leader
Analyze the leadership role of the nurse in preventing and managing health problems across the lifespan in healthcare practice settings.
CN4002 Genetics and Genomics
CN4003 Staffing Plan
Analyze the process of creating a staffing plan that meets both patient care needs and budget constraints.
CN4004 Data-Driven Nursing Interventions
Create a data-driven nursing intervention based on quality indicators.

NURS 4210 - Role of the Nurse Leader in Population Health
PH4001 The Role of the Nurse Leader in Population Health
   Analyze the role of the nurse leader in population health.
PH4002 Identifying Health Problems Within Your Community
   Justify a public health problem within your community using multiple sources of data.

PH4003 Community Assessment (Practicum)
   Analyze a population health problem based on a community assessment.

PH4004 Evidence-Based Practice in Public Health Nursing (Practicum)
   Synthesize sources of information to inform public health nursing interventions.

PH4005 Evidence-Based Intervention Plan (Practicum)
   Create an evidence-based primary intervention plan at the system level in collaboration with health leaders to improve the health of a population in your community.

NURS 4220A - Leadership Competencies in Nursing and Healthcare
LC4001A Leadership for Organizational Culture and Growth
   Analyze leadership for organizational culture and growth to promote positive social change through patient quality and safety.
LC4002A Healthcare Quality
   Analyze healthcare quality for nursing practice.
LC4003A Quality Improvement Processes
   Analyze quality improvement processes.
LC4004A Quality Improvement Tools
   Analyze information from quality improvement tools.
LC4005A Improving Patient Quality and Safety
   Apply quality improvement processes and tools as a scholar-practitioner to improve quality and safety.

NURS 5050 - Policy and Advocacy for Improving Population Health
PA001 Agenda Setting
   Evaluate federal agendas to promote healthcare issues within the policymaking system/process.
PA002 Legislation
   Advocate a position on a population health-related bill.
PA003 Regulation
   Analyze how regulations influence the nurse's role and the delivery, costs, and access to healthcare.
PA004 Design and Implementation
   Analyze advocacy and the role of the nurse in healthcare program design and implementation.

PA005 Healthcare Program/Policy Evaluation
   Assess outcomes of population health program/policy evaluations.

PA006 Global Healthcare Issues
   Analyze the impact of nurse advocacy on addressing global health issues.

NURS 5051 - Transforming Nursing and Healthcare Through Technology

TN001 What is Informatics?
   Analyze frameworks and tools for the role of the nurse as an informaticist and knowledge worker.

TN002 The Role of Nurse Informatics in Healthcare
   Analyze the role of the nurse informaticist in nursing informatics projects to improve outcomes or efficiencies in healthcare organizations.

TN003 Data to Information to Knowledge to Wisdom
   Analyze how standardized terminologies impact the practice of healthcare and nursing informatics.

TN004 Technologies Supporting Applied Practice and Optimal Patient Outcomes
   Analyze nursing informatics research on the application of clinical systems to improve outcomes and efficiencies.

TN005 The Nurse Leader and the Systems Development Life Cycle
   Define the role of the nurse for participation on an implementation team as a component of the systems development life cycle.

TN006 Policy and Regulation Supporting Informatics and Technology
   Evaluate legislative policies and regulations for health and nursing informatics and their impact on improvement for outcomes and efficiencies in nursing practice.

Elective Courses and Prior Nursing Credit (80 cr.)

Nurses admitted to the program may be awarded up to 50 quarter credits for meeting competencies required to achieve the nursing license through either a diploma program or an associate degree program.

Students with less than 80 transfer credits can choose elective courses from any of Walden’s bachelor degree programs.
Other Undergraduate Options

Accelerate Into Master's (AIM)

Accelerate Into Master's (AIM) Programs

Walden University offers opportunities for undergraduate students to accelerate time to the completion of a master's degree. This option, called Accelerate Into Master's (AIM), allows undergraduate students to complete graduate-level courses, upon approval of their advisor, that will fulfill the requirements for their undergraduate program as well as graduate requirements for a future master's program.

When undergraduate students attempt a 5000-level course, they may earn a "C" in the graduate-level course but only a grade of "B" or better will carry over to the graduate program. Students who receive a "C" grade will be awarded a grade of "C,\*" which will permit the grade to be used toward the undergraduate-level requirement but not toward the master's-level requirement. Students who do not pass their AIM class are not permitted to continue taking 5000-level courses. Later admission to the master's program requires that students must take that course as a master's student.

Requirements

Walden University offers several opportunities for undergraduate students in certain programs to accelerate time to completion in certain master's degree programs.

Individual programs may determine the specific eligible AIM courses and some programs may limit the number of courses available. Generally, AIM coursework should not account for more than approximately 50% of the credits needed for master's degree completion. Practicum or Capstone requirements for the master's program are not eligible to be satisfied by AIM coursework.

To be eligible to begin AIM courses, students must:

a. Have an overall GPA equal to that required for admission to the associated master's degree.* BS AIM track students must maintain a 2.5 GPA and have a transfer GPA of at least 2.5 (if transferring credits).

b. Have completed a minimum of 90 credits and any specific core requirements associated with their bachelor's program listed below. (Individual programs may determine additional prerequisites.) * BS in Psychology AIM track students do not need to meet this requirement.

c. Be in good financial standing.

d. Not have any incompletes.

AIM courses are (5000-level) graduate courses.*
a. Tuition for these courses is charged at the undergraduate rate for the course-based learning format. For Tempo Learning® these courses are included in the program's subscription cost.

b. Courses taken as an undergraduate count as fulfilling undergraduate degree requirements.

c. Grades for graduate courses taken as an undergraduate are incorporated into the undergraduate GPA only.

   Students must get a "B" or better in each course to have that course applied to the master's program.

   Students who do not earn a grade of "C" or better will not be allowed to take any more 5000-level courses. Later admission to the master’s program requires that the student must take that course as a master's student. * BS in Psychology AIM track students may retake an AIM course a second time if they failed the first time; they must earn a grade of "C" or better the second time in order to stay in the AIM track program.

   Students are expected to maintain the undergraduate GPA expected for admission to the associated master's program.

   Falling below this GPA prevents the student from taking any additional graduate courses as an undergraduate student.

Upon completion of the undergraduate program requirements, students should file an Intent to Graduate Form.

   Students who complete these courses successfully are not required to pursue the master's degree and/or may defer enrollment to a future date. Transfer of credit policies, including those related to expiration, would apply.

Taking AIM courses does not guarantee admission into a master's program. Upon admission to the master's program, all AIM graduate courses completed with a "B" or better are applied to graduate program. The graduate GPA is calculated based only on those graduate courses taken as a graduate student.

Institutional coursework expires within 10 years unless otherwise notated by the individual academic unit or program.

Undergraduate students may complete AIM courses to fulfill elective credits, as course substitutions approved by the program director, or they may elect a second concentration within their program of study that is designed for AIM completion. Students are encouraged to consult with Student Success Advising (if in the course-based learning format) or their Academic Coaching (if in the Tempo Learning® format)
on the most appropriate plan for their program and academic goals, such as their future master's program and time to completion.

*Note: Graduate students cannot register for AIM courses.

AIM Program Chart*

<table>
<thead>
<tr>
<th>Master’s Program</th>
<th>Eligible Courses</th>
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<tbody>
<tr>
<td></td>
<td>(specific course availability may differ within the Tempo Learning® format)</td>
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<tr>
<td>The Richard W. Riley College of Education and Human Services</td>
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<tr>
<td>MS in Health Education and Promotion</td>
<td>HLTH 5005 - Perspectives on Health and the Developing Professional*</td>
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<td></td>
<td>HLTH 5110 - Exploring Health Education in the 21st Century</td>
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<td>HLTH 5205 - Assessing Community Needs for Health Education</td>
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<td>HLTH 5412 - Health Education and Communication Strategies**</td>
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<tr>
<td></td>
<td>*This course MUST be taken first.</td>
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<td></td>
<td>**HLTH 5005, HLTH 5110, and HLTH 5205 must be taken before HLTH 5412.</td>
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<tr>
<td>MS in Developmental Psychology</td>
<td>DPSY 5111 - Themes and Theories of Developmental Psychology</td>
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<td></td>
<td>DPSY 5218 - Gender and Human Development</td>
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<td>DPSY 5121 - Development in the Digital Age</td>
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<td>PSYC 5215 - Lifespan Development</td>
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<tr>
<td>MS in Psychology</td>
<td>Applied Psychology</td>
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<td></td>
<td>PSYC 5100 - Themes and Theories of Psychology</td>
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<td>PSYC 5215 - Lifespan Development</td>
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<td></td>
<td>PSYC 5225 - Biopsychology</td>
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<td>PSYC 5701 - Culture and Psychology</td>
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<tr>
<td>Master's Program</td>
<td>Eligible Courses (specific course availability may differ within the Tempo Learning® format)</td>
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<tr>
<td></td>
<td>PSYC 5781 - Psychopathology From a Clinical Perspective</td>
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<td>PSYC 5121 - Development in the Digital Age</td>
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<td>PSYC 5123 - Personal and Social Life in the Digital World</td>
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<td>PSYC 5122 - Understanding Digital Data in the Changing Economic Landscape</td>
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<td>PSYC 5215 - Lifespan Development</td>
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<td>PSYC 5100 - Themes and Theories of Psychology</td>
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<td>PSYC 5131 - Theories of Learning</td>
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<td>PSYC 5215 - Lifespan Development</td>
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<td>PSYC 5701 - Culture and Psychology</td>
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<td>PSYC 5765 - Educational Psychology</td>
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<td>PSYC 5215 - Lifespan Development</td>
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<td>PSYC 5220 - Psychology of Personality</td>
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<td>PSYC 5245 - Social Psychology</td>
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<td>PSYC 5701 - Culture and Psychology</td>
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<td></td>
<td>PSYC 5100 - Themes and Theories of Psychology</td>
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<td></td>
<td>PSYC 5215 - Lifespan Development</td>
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<td></td>
<td>PSYC 5242 - Changing Health Behavior: Theory and Practice</td>
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<td>PSYC 5701 - Culture and Psychology</td>
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<tr>
<td>Master's Program</td>
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<tr>
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<td>PSYC 5745 - Health Psychology</td>
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<td></td>
<td>Social Psychology</td>
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<td>PSYC 5100 - Themes and Theories of Psychology</td>
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<td></td>
<td>PSYC 5215 - Lifespan Development</td>
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<td></td>
<td>PSYC 5245 - Social Psychology</td>
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<td>PSYC 5296 - Social Cognition and Attitudes</td>
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<td>PSYC 5701 - Culture and Psychology</td>
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<td>Self-Designed</td>
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<td>PSYC 5100 - Themes and Theories of Psychology</td>
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<td>PSYC 5701 - Culture and Psychology</td>
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**College of Health Sciences and Public Policy**

**Master of Public Administration (MPA)**

*Students may select up to five of these courses. Individual course prerequisites apply.*

*Note: These courses are 11 weeks in length.*

|                                          | MMPA 5200 - Principles of Public Administration |
|                                          | MMPA 5405 - Ethics and Social Justice          |
|                                          | MMPA 5420 - Organizational Management and Leadership |
|                                          | MMPA 5431 - Finance and Budgeting for the Public Sector |
|                                          | MMPA 5435 - Human Resource Management: Building a Capable Workforce |
|                                          | MMPA 5451 - Public Policy Analysis             |
|                                          | MMPA 5480 - Applied Research and Evaluation Methods |

**MS in Nonprofit Management and Leadership**

*Students may select up to five of these courses. Individual course prerequisites apply.*

<p>|                                          | NPMG 5200 - Introduction to the Nonprofit Sector |
|                                          | NPMG 5405 - Ethics and Social Justice          |
|                                          | NPMG 5420 - Organizational Management and Leadership |</p>
<table>
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<tr>
<td>Note: These courses are 11 weeks in length.</td>
<td>NPMG 5431 - Finance and Budgeting for the Nonprofit Sector</td>
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<td></td>
<td>NPMG 5435 - Human Resource Management: Building a Capable Workforce</td>
</tr>
<tr>
<td></td>
<td>NPMG 5480 - Applied Research and Evaluation Methods</td>
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**College of Management and Human Potential**

| Master of Healthcare Administration (MHA) | MMHA 5050 - U.S. Healthcare Delivery System                                                |
|                                          | MMHA 5200 - Principles of Population Health in Healthcare Administration                  |
|                                          | MMHA 5300 - Law, Ethics, and Policy in Healthcare Administration                           |
|                                          | MMHA 5500 - Human Resource Management and Organizational Development and Leadership for Healthcare Administrators |
| Students may select any or all of these courses. Individual course prerequisites apply. | Students can take no more than two master's-level courses per term.                      |
| Note: These courses are 11 weeks in length.                                             | Students must complete all general education and core requirements before beginning AIM courses. |

<p>| Master of Business Administration (MBA) | General Program or Self-Designed Specialization                                             |
| Students may select any or all of these courses for the listed specializations.         | WMBA 5000 - Dynamic Leadership                                                               |
| Note: These courses are 8 weeks in length.                                              | WMBA 5010 - Managing People and Promoting Collaboration                                      |
|                                                                                       | WMBA 5020 - Fostering a Culture of Innovation                                                |
|                                                                                       | WMBA 5030 - Managing Business Information Systems                                            |
| healthcare Management, Human resource Management, or Project Management Specialization  |WMBA 5000 - Dynamic Leadership                                                             |</p>
<table>
<thead>
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<th>Master's Program</th>
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<td><strong>MS in Leadership</strong></td>
<td>WMBA 5010 - Managing People and Promoting Collaboration</td>
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<tr>
<td><strong>Students may select any or all of these courses for the listed specializations.</strong></td>
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<tr>
<td><strong>Note:</strong> These courses are 8 weeks in length.</td>
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<tr>
<td><strong>MS in Management</strong></td>
<td>WMBA 5000 - Dynamic Leadership</td>
</tr>
<tr>
<td><strong>Students may select any or all of these courses for the listed specializations.</strong></td>
<td>WMBA 5010 - Managing People and Promoting Collaboration</td>
</tr>
<tr>
<td><strong>Note:</strong> These courses are 8 weeks in length.</td>
<td>WMBA 5020 - Fostering a Culture of Innovation</td>
</tr>
<tr>
<td><strong>Strategy Specialization</strong></td>
<td>WMBA 5000 - Dynamic Leadership</td>
</tr>
<tr>
<td><strong>General Practice</strong></td>
<td>WMBA 5010 - Managing People and Promoting Collaboration</td>
</tr>
<tr>
<td><strong>Note:</strong> These courses are 11 weeks in length.</td>
<td>WMBA 5020 - Fostering a Culture of Innovation</td>
</tr>
<tr>
<td><strong>MS in Industrial and Organizational (I/O) Psychology</strong></td>
<td>IPSY 5100 - Themes and Theories of I/O Psychology ◆</td>
</tr>
<tr>
<td><strong>Students may select up to five courses for the listed specializations. Individual course prerequisites apply.</strong></td>
<td>PSYC 5214 - Consulting for Organizational Change ◆</td>
</tr>
<tr>
<td><strong>Note:</strong> These courses are 11 weeks in length.</td>
<td>PSYC 5480 - Psychology of Organizational Behavior</td>
</tr>
<tr>
<td></td>
<td>PSYC 5706 - Ethics and Standards of Industrial Organizational Psychology ◆</td>
</tr>
<tr>
<td></td>
<td>PSYC 5755 - Leadership and Leader Development</td>
</tr>
<tr>
<td>Master's Program</td>
<td>Eligible Courses (specific course availability may differ within the Tempo Learning® format)</td>
</tr>
<tr>
<td>------------------</td>
<td>---------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Consulting Psychology | IPSY 5100 - Themes and Theories of I/O Psychology
PSYC 5005 - Business Concepts for the Organizational Development Professional
PSYC 5214 - Consulting for Organizational Change
PSYC 5216 - Dynamics of Contemporary, International, and Virtual Organizations
PSYC 5480 - Psychology of Organizational Behavior |
| Evidence-Based Coaching | IPSY 5100 - Themes and Theories of I/O Psychology
PSYC 5214 - Consulting for Organizational Change
PSYC 5480 - Psychology of Organizational Behavior
PSYC 5755 - Leadership and Leader Development |
| Human Resource Management | IPSY 5100 - Themes and Theories of I/O Psychology
PSYC 5214 - Consulting for Organizational Change
PSYC 5480 - Psychology of Organizational Behavior
PSYC 5755 - Leadership and Leader Development |
<p>| International Business | IPSY 5100 - Themes and Theories of I/O Psychology |</p>
<table>
<thead>
<tr>
<th>Master's Program</th>
<th>Eligible Courses (specific course availability may differ within the Tempo Learning® format)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PSYC 5214 - Consulting for Organizational Change</td>
</tr>
<tr>
<td></td>
<td>PSYC 5216 - Dynamics of Contemporary, International, and Virtual Organizations</td>
</tr>
<tr>
<td></td>
<td>PSYC 5480 - Psychology of Organizational Behavior</td>
</tr>
<tr>
<td></td>
<td>IPSY 5100 - Themes and Theories of I/O Psychology</td>
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<tr>
<td></td>
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<td></td>
<td>PSYC 5480 - Psychology of Organizational Behavior</td>
</tr>
<tr>
<td></td>
<td>PSYC 5755 - Leadership and Leader Development</td>
</tr>
<tr>
<td></td>
<td>NURS 5050 - Policy and Advocacy for Improving Population Health</td>
</tr>
<tr>
<td></td>
<td>NURS 5051 - Transforming Nursing and Healthcare Through Technology</td>
</tr>
<tr>
<td></td>
<td>NURS 5052 - Essentials of Evidence-Based Practice</td>
</tr>
<tr>
<td></td>
<td>Students must be admitted to the RN-BSN-MSN track to complete these AIM courses.</td>
</tr>
<tr>
<td></td>
<td>FPSY 5102 - Intersection of Crime, Psychology, and the Law</td>
</tr>
<tr>
<td></td>
<td>FPSY 5115 - Understanding Forensic Psychology Research</td>
</tr>
<tr>
<td></td>
<td>FPSY 5126 - Understanding Violence, Risk, and Threat Assessment</td>
</tr>
<tr>
<td></td>
<td>FPSY 5135 - Criminal Behavior</td>
</tr>
<tr>
<td></td>
<td>FPSY 5720 - Abnormal Behavior</td>
</tr>
</tbody>
</table>

College of Nursing

Master of Science in Nursing (MSN)

**Note:** These courses are 11 weeks in length.

College of Psychology and Community Services

**MS in Forensic Psychology**

*Students may select up to five of these courses. Individual course prerequisites apply.*

**Note:** These courses are 11 weeks in length.
<table>
<thead>
<tr>
<th>Master's Program</th>
<th>Eligible Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>MS in Human Services</td>
<td>HUMN 5162 - Cultural Humility and Diversity ◆</td>
</tr>
<tr>
<td></td>
<td>HUMN 5160 - The Advanced Human Services Practitioner in a Changing World ◆</td>
</tr>
<tr>
<td>Students may select up to four of these courses.</td>
<td>HUMN 5210 - Management and Leadership Development in Human Services ◆</td>
</tr>
<tr>
<td>Individual prerequisites apply.</td>
<td>HUMN 5161 - Assessment, Triage, and Motivational Interviewing ◆</td>
</tr>
<tr>
<td>Note: These courses are 11 weeks in length.</td>
<td>HUMN 5205 - Introduction to the Nonprofit Sector</td>
</tr>
<tr>
<td>MS in Criminal Justice</td>
<td></td>
</tr>
<tr>
<td>Students may select any or all of these courses.</td>
<td>CRJS 5137 - The Nature of Crime and Criminology</td>
</tr>
<tr>
<td>Individual course prerequisites apply.</td>
<td>CRJS 5203 - Victimology</td>
</tr>
<tr>
<td>Note: These courses are 11 weeks in length.</td>
<td>CRJS 5215 - Controversies in Criminal Justice</td>
</tr>
<tr>
<td></td>
<td>CRJS 5217 - Technological Solutions and 21st-Century Crime</td>
</tr>
<tr>
<td></td>
<td>CRJS 5511 - Special Populations</td>
</tr>
<tr>
<td>MS in Criminal Justice Leadership and Executive</td>
<td></td>
</tr>
<tr>
<td>Executive Management (CEMA)</td>
<td></td>
</tr>
<tr>
<td>Students may select any or all of these courses.</td>
<td>CRJS 5137 - The Nature of Crime and Criminology</td>
</tr>
<tr>
<td>Individual course prerequisites apply.</td>
<td>CRJS 5215 - Controversies in Criminal Justice</td>
</tr>
<tr>
<td>Note: These courses are 11 weeks in length.</td>
<td></td>
</tr>
<tr>
<td>College of Social and Behavioral Health</td>
<td></td>
</tr>
<tr>
<td>School of Counseling</td>
<td></td>
</tr>
<tr>
<td>MS in Clinical Mental Health Counseling</td>
<td></td>
</tr>
<tr>
<td>These courses are open only to students in the BS</td>
<td>HUMN 5100 - Introduction to Mental Health Counseling ◆</td>
</tr>
<tr>
<td>in Human Services and BS in Psychology</td>
<td>HUMN 5722 - Theories of Counseling ◆</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Master's Program</td>
<td>Eligible Courses (specific course availability may differ within the Tempo Learning® format)</td>
</tr>
<tr>
<td>------------------</td>
<td>------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>programs. Students may select up to five of these courses. Individual course prerequisites apply Note: These courses are 11 weeks in length. These courses must be taken in the order listed.</td>
<td>HUMN 5316 - Techniques of Counseling ◆ HUMN 5723 - Multicultural Counseling ◆</td>
</tr>
<tr>
<td></td>
<td>PSYC 5101 - Foundations for Graduate Study in Counseling ◆ * PSYC 5102 - Introduction to Mental Health Counseling ◆ *</td>
</tr>
<tr>
<td></td>
<td>PSYC 5722 - Counseling and Psychotherapy Theories ◆ PSYC 5316 - Techniques in Counseling ◆</td>
</tr>
<tr>
<td></td>
<td>PSYC 5306 - Ethics and Legal Issues in Counseling PSYC 5723 - Multicultural Counseling ◆</td>
</tr>
<tr>
<td></td>
<td>* Students are required to take PSYC 5101 along with PSYC 5102 or HUMN 5100.</td>
</tr>
</tbody>
</table>

**Note on Endorsement, Licensure, or Certification**

This program does not lead to an endorsement, certification, or licensure. Walden makes no representation, warranty, guarantee, or commitment that successful completion of this program or coursework for graduate credit within this program will permit a graduate to obtain state certification or licensure.

The graduate degree program and coursework within the program in which you are enrolling may be accepted by many states toward upgrading or renewing a license or obtaining a salary increase (depending on state or district policy). Teachers are advised to contact their individual school districts as to whether this program may qualify for salary advancement. Walden enrollment specialists can provide guidance on program requirements; however, it remains the individual's responsibility to understand and comply with all state and school district requirements.
**Undergraduate Minors**

Students have the option to select a minor after starting their undergraduate program. Unlike an undergraduate concentration, a minor must be in a discipline outside the student's major. Students should verify individual requirements for each minor, including which programs are ineligible. An undergraduate minor consists of six or more courses with a minimum of two at the upper level. Students wishing to add a minor to their program should contact their student success advisor. Students may select a maximum of two minors.

- Minor in Applied Instructional Design and Technology
- Minor in Business
- Minor in Communication
- Minor in Criminal Justice
- Minor in Health Promotion and Wellness
- Minor in Health Studies
- Minor in Healthcare Management
- Minor in Introductory Instructional Design and Technology
- Minor in Political Science and Public Administration
- Minor in Psychology
- Minor in Public Health
- Minor in Public Health

**Master's Degree Programs**

**Master of Science in Nursing (MSN)**

The Master of Science in Nursing (MSN) prepares students to focus their practice on the identified health needs of society, become leaders in their field through scholarship, influence the quality of patient care, manage technology and information, gain autonomy in their careers, and develop a lifelong commitment to learning. The MSN program offers a range of specializations in the most critical areas of nursing today.

**Note:** The Master of Science in Nursing (MSN) program is offered in two different learning modalities: the course-based modality and the competency-based modality, Tempo Learning®.

**MSN Learning Outcomes**

At the end of this program, students will be able to:
Synthesize organizational/systems leadership for cost-effective specialist nursing practice that contributes to high-quality healthcare delivery, advancement of the nursing profession, and social change.

Critique evidence-based literature drawing from diverse theoretical perspectives and pertinent research to guide decision making that demonstrates best practices for specialist nursing practice in a global society.

Integratively assess, diagnose, plan, implement, and evaluate cost-effective healthcare strategies that reduce health disparities by patient/population advocacy for access to specialist nursing care.

Demonstrate ability to effectively communicate using audience-specific oral, written, and information technology for professional delivery of specialist nursing care.

Evaluate health needs of diverse populations for necessary teaching/coaching functions based on specialist nursing knowledge to restore/promote health and prevent illness/injury.

Exhibit ongoing commitment to professional development and value of nursing theories/ethical principles (altruism, autonomy, human dignity, integrity, social justice) in accordance with ethically responsible, legally accountable, specialist nursing practice.

Implement specialist nursing roles to promote quality improvement of patient-centered care in accordance with professional practice standards that transform health outcomes for diverse populations.

Competency-Based Education

In addition to the course-based option described below, students can choose to earn their Master of Science in Nursing (MSN) through the competency-based education modality. Upon successful completion of program requirements, students will earn the same Walden degree in either modality. See the Master of Science in Nursing (MSN) (Competency Based) page for program details.

Course-Based Program

Specializations

Adult Gerontology Acute Care Nurse Practitioner
Adult Gerontology Primary Care Nurse Practitioner
Family Nurse Practitioner
Nurse Executive
Nursing Education
Nursing Informatics
Pediatric Nurse Practitioner Primary Care
Psychiatric Mental Health Nurse Practitioner
Public Health Nursing

Please note: All specializations require a practicum experience or experiences.

The College of Nursing recommends completing one clinical course at a time because of the number of required hours that need to be completed during one 11-week quarter. All Nurse Practitioner specialization courses require satisfactory completion of prerequisite courses prior to beginning the practicum component (i.e., Advanced Health Assessment, Advanced Pharmacology, and Advanced Pathophysiology).

Degree Requirements

BSN Track: 53 or 63 quarter credits; RN Track: 79 or 84 quarter credits (depending on specialization)
Foundation course (3 cr.)
Professional Development Plan and program of study
Core courses (20 cr.)
Specialization courses (30 or 40 cr., depending on specialization)
   Advanced Health Assessment, Advanced Pathophysiology, and Advanced Pharmacology are prerequisites for the Nurse Practitioner practicum component.
Portfolio (excludes Adult Gerontology Acute Care Nurse Practitioner, Adult Gerontology Nurse Practitioner, Family Nurse Practitioner, and Psychiatric Mental Health Nurse Practitioner specializations)

Curriculum

The MSN program has two admission tracks for registered nurses:

BSN Track: This track is for students with a Bachelor of Science in Nursing (BSN) degree.
RN Track: This track is for students with an associate’s degree in nursing or a diploma in nursing that prepares for licensure in registered nursing. RN-MSN applications will not be accepted without a nursing degree conferred.

BSN Track: BSN graduates enter the MSN program at the core course level.

RN Track: Students complete 26 quarter credits of undergraduate-level foundational courses before starting the MSN core courses. The foundational courses contain the essential content and learning activities to prepare students for the core courses but are not equivalent to the degree requirements of a BSN program.

BSN and RN Tracks: All students complete the same MSN core and specialization curriculum. The four core courses provide students with graduate-level knowledge in
areas of theory, research, diversity, legality/ethics, and healthcare systems. The specialization courses build on the core courses and offer students direction and guidance for influencing nursing practice in selected areas. A portfolio based on the specific outcomes of the program must be submitted and approved before the degree is granted. (Portfolio required for Nursing Education, Leadership and Management, Nursing Informatics, and Public Health Nursing specializations only).

Foundational and Core Curricula

BSN Track Only: Foundation Course (3 cr.)

NURS 6003 - Transition to Graduate Study for Nursing

RN Track Only: Foundation Courses (26 cr.)

NURS 3101 - Issues and Trends in Nursing
NURS 3151 - Foundations of Nursing Research
NURS 4211 - Role of the Nurse Leader in Population Health
NURS 4006 - Topics in Clinical Nursing
NURS 4221 - Leadership Competencies in Nursing and Healthcare

BSN and RN Tracks: Core Courses (23 cr.)*

NURS 6002 - Transition to Graduate Study for Nursing
OR
NURS 6003 - Transition to Graduate Study for Nursing
AND
NURS 6050 - Policy and Advocacy for Improving Population Health
NURS 6051 - Transforming Nursing and Healthcare Through Technology
NURS 6052 - Essentials of Evidence-Based Practice
NURS 6053 - Interprofessional Organizational and Systems Leadership

* Students in the Public Health Nursing specialization will complete PUBH 6127 instead of NURS 6050.

General Education Courses Available

Courses are available at Walden for those RN students who have not completed the required prerequisite undergraduate credits of general education courses.

Note: Students must earn a "C" or better in each course and maintain a GPA of 3.0.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication (including one college composition course)</td>
<td>2 courses</td>
</tr>
<tr>
<td>Humanities</td>
<td>2 courses</td>
</tr>
</tbody>
</table>
### Courses

<table>
<thead>
<tr>
<th>Courses</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social/Behavioral Sciences</td>
<td>2 courses</td>
</tr>
<tr>
<td>Mathematics and Science (including microbiology and anatomy and physiology)</td>
<td>3 courses</td>
</tr>
<tr>
<td>Statistics</td>
<td>1 course</td>
</tr>
<tr>
<td>Electives</td>
<td>1 course</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>11 courses</strong></td>
</tr>
</tbody>
</table>

### Communication (2 courses)

- ENGL 1001 - English Composition
- ENGL 2002 - Professional Writing for Successful Communication

### Arts & Humanities (2 courses)

- HMNT 3001 - Modern Popular Culture
- PHIL 1001 - Introduction to Philosophy

### Social/Behavioral Sciences (2 courses)

- PSYC 1001 - Introduction to Psychology
- SOCI 1001 - Introduction to Sociology

### Science (3 courses)

**Required:**
- BIOL 3020 - Essentials of Human Anatomy and Physiology (May be transferred or taken at Walden.)

**Additional Science courses, if needed:**
- BIOL 1001 - Introduction to Biology
- BIOL 2320 - Nutritional Science

### Statistics (1 course)

- STAT 3001 - Statistical Methods and Applications

### Elective (1 course)
ANTH 3001 - Indigenous Peoples in the Modern World

Course Sequence

BSN Track
BSN Track students undertake courses in the following sequence.

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>NURS 6003 - Transition to Graduate Study for Nursing</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>NURS 6050 - Policy and Advocacy for Improving Population Health</td>
<td>5 cr.</td>
</tr>
<tr>
<td>2</td>
<td>NURS 6051 - Transforming Nursing and Healthcare Through Technology</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>NURS 6052 - Essentials of Evidence-Based Practice</td>
<td>5 cr.</td>
</tr>
<tr>
<td>3+</td>
<td>NURS 6053 - Interprofessional Organizational and Systems Leadership</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>Specialization courses</td>
<td>25–40 cr.</td>
</tr>
</tbody>
</table>

RN Track*
RN Track students undertake courses in the following sequence.

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>NURS 3101 - Issues and Trends in Nursing (6-week course)</td>
<td>6 cr.</td>
</tr>
<tr>
<td></td>
<td>NURS 3151 - Foundations of Nursing Research (6-week course)</td>
<td>5 cr.</td>
</tr>
<tr>
<td>2</td>
<td>NURS 4211 - Role of the Nurse Leader in Population Health</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>NURS 4006 - Topics in Clinical Nursing</td>
<td>5 cr.</td>
</tr>
<tr>
<td>3</td>
<td>NURS 4221 - Leadership Competencies in Nursing and Healthcare</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>NURS 6003 - Transition to Graduate Study for Nursing (11-week course)</td>
<td>3 cr.</td>
</tr>
<tr>
<td>Quarter</td>
<td>Course</td>
<td>Credits</td>
</tr>
<tr>
<td>---------</td>
<td>------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td></td>
<td>NURS 6050 - Policy and Advocacy for Improving Population Health (11-week course)</td>
<td>5 cr.</td>
</tr>
<tr>
<td>4</td>
<td>NURS 6051 - Transforming Nursing and Healthcare Through Technology (11-week course)</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>NURS 6052 - Essentials of Evidence-Based Practice (11-week course)</td>
<td>5 cr.</td>
</tr>
<tr>
<td>5</td>
<td>NURS 6053 - Interprofessional Organizational and Systems Leadership (11-week course)</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>Specialization course</td>
<td>5 cr.</td>
</tr>
<tr>
<td>6+</td>
<td>Specialization courses</td>
<td>23–25 cr.</td>
</tr>
</tbody>
</table>

*General Education courses are available at Walden for those students who have not completed the minimum undergraduate credits of general education courses required for admission to the master's program.

Accreditation

The Baccalaureate Degree Program in Nursing (BSN), Master's Degree Program in Nursing (MSN), and Doctor of Nursing Practice (DNP) program at Walden University are accredited by the Commission on Collegiate Nursing Education (https://www.aacnnursing.org/CCNE). Officially recognized by the U.S. Secretary of Education as a national accreditation agency, the Commission on Collegiate Nursing Education (CCNE) is an autonomous accrediting agency, contributing to the improvement of the public’s health. CCNE ensures the quality and integrity of baccalaureate, graduate, and residency programs in nursing.

Note on Certification

The MSN nurse practitioner specializations are designed to prepare graduates to qualify to sit for national nurse practitioner certification exams, which are required for practice as a nurse practitioner in most states. Because no graduate program can guarantee that graduates will be permitted to practice as a nurse practitioner upon graduation, we encourage students to consult the appropriate Board of Nursing or state agency to determine specific certification exam requirements. Walden enrollment specialists can provide information relating to national certification exams; however, it remains the individual’s responsibility to understand, evaluate, and comply with all requirements relating to national certification exams for the state in which he or she resides, as requirements vary widely. Walden makes no representations or guarantee that completion of Walden coursework or programs will permit an individual to obtain national certification. For more information about nurse practitioner certification exams, students should visit the American Academy of Nurse Practitioners (AANP) at https://www.aanp.org/education/aanp-certification-program, American Nurses Credentialing Center (ANCC) at www.nursingworld.org/our-certifications, or the American Association of Critical Care Nurses (AACN) at APRNcert@aacn.org.
Note on Licensure

The MSN nurse practitioner specializations are designed to prepare graduates with an active registered nurse (RN) license to practice as nurse practitioners. However, each state Board of Nursing has its own academic and certification requirements and issues its own credential for an RN to be permitted to practice as a nurse practitioner in that state. Because no graduate program can guarantee that graduates will be permitted to practice as a nurse practitioner upon graduation, we encourage students to consult the appropriate Board of Nursing or state agency in the state in which he or she resides to determine specific requirements. Additionally, prospective students are advised if they choose to relocate to carefully review, evaluate, and understand the requirements of the applicable licensure board in the state in which they intend to relocate. Walden enrollment specialists can provide guidance relating to the state-by-state requirements for practice as a nurse practitioner; however, it remains the individual’s responsibility to understand, evaluate, and comply with all requirements relating to the practice as a nurse practitioner in the state in which he or she resides, as requirements vary widely. Walden makes no representations or guarantee that completion of Walden coursework or programs will permit an individual to obtain state licensure, authorization, endorsement, or other state credential. For more information about the requirements to practice as a nurse practitioner, students should contact the appropriate Board of Nursing or state agency.

Prospective Alabama students: State approval of a program to offer Alabama licensed nurses’ opportunities for advanced degrees does not indicate eligibility for approval to practice as an advanced nurse in Alabama. Applications for approval in Alabama are required to meet the Alabama requirements for national certification, graduation from a specific-type program for the advanced practice approval, and completion of the appropriate application. Any program offering a pre-licensure track to Alabama students shall meet the requirements of the Alabama regulations for pre-licensure programs or the graduates may not be eligible to take the national licensure examination required by the Alabama Board of Nursing to enter the practice. www.abn.alabama.gov

Prospective Washington students: Walden University is approved by the Washington State Nursing Care Quality Assurance Commission to provide practice experiences in Washington State for a Bachelor’s of Science in Nursing, Master of Science in Nursing with a specialization in Nursing Education, Nursing Informatics, Leadership and Management, Family Nurse Practitioner, Adult-Gerontology Acute Care Nurse Practitioner, Adult-Gerontology Primary Care Nurse Practitioner, and Psychiatric and Mental Health Nurse Practitioner, as well as the Doctor of Nursing Practice (DNP) program. For more information, go to the following website: https://www.doh.wa.gov/LicensesPermitsandCertificates/NursingCommission/NursingEducation/NursingPrograms.

Note on Field Experience and Relocating

Students who are considering relocating are advised to contact their student success advisor prior to any decision to relocate in order to determine how relocation may impact progress in their program. Advisors can provide information and guidance on how relocating may result in possible changes, restrictions, and/or additional requirements affecting field experience. Each Board of Nursing and Higher Education Authority governs the field experience rules and regulations in their respective states, and students may be unable to complete field experience in the state in which they plan to relocate. While Walden is committed to working collaboratively with students to secure field sites across the United States, it is imperative that students contact their student success advisor immediately when considering relocating.
Master of Science in Nursing (MSN) (Competency Based)

Tempo Learning® is Walden's competency-based education modality, an alternative way of earning a Walden degree offered for some Walden programs. Instead of courses, the Walden Tempo Learning® program is comprised of competencies and rigorous assessments. Students progress through the Tempo Learning® model by successfully passing competency assessments. A student must successfully achieve or master all competency assessments to graduate from the program.

Students earn the same Walden degree whether they choose the course-based or the competency-based modality.

Specializations

- Nurse Executive
- Nursing Education
- Nursing Informatics

Degree Requirements

BSN Track: 53 quarter credits
- Foundation competencies (3 cr)
- Core competencies (20 cr)
- Specialization competencies (30 cr)

RN Track: 78 quarter credits
- Foundation Competencies (25 cr.)
- Core Competencies (23 cr.)
- Specialization Competencies (25 cr.)
- Capstone Competencies (5 cr.)

Curriculum

The MSN (Competency Based) program has two admission tracks for registered nurses:

BSN Track: This track is for students with a Bachelor of Science in Nursing (BSN) degree.
   BSN graduates enter the MSN program at the core course level.

RN Track: This track is for registered nurses who hold a diploma in nursing, associate degree in nursing, or bachelor's degree (other than BSN).
This track requires that students fulfill general education requirements. Once students meet these requirements, they can begin the foundation and core courses for the MSN.

BSN Track: Foundational and Core Curricula

BSN Track Only: Foundation Competencies (3 cr.)

**NURS 6003TL - Transition to Graduate Study for Nursing [Tempo Learning®-Specific Course]**

- **FG001 Networking for Academic and Professional Success**
  Develop an academic and professional network.
- **FG002 Academic and Professional Strategies and Resources**
  Identify academic resources and strategies for success.
- **FG003 Academic and Professional Integrity**
  Apply strategies to promote academic integrity and professional ethics.
- **FG004 Scholarship and Nursing Practice**
  Analyze peer-reviewed research related to issues in nursing practice.
- **FG005 Professional Development Plan**
  Create professional development plans for academic success and professional practice.
- **FG006 Standards of Practice**
  Justify selection of the MSN specialization using standards and scope of practice.

BSN Track Only: Core Competencies (20 cr.)

**NURS 6050TL - Policy and Advocacy for Improving Population Health [Tempo Learning®-Specific Course]**

- **PA001 Agenda Setting**
  Evaluate federal agendas to promote healthcare issues within the policymaking system/process.
- **PA002 Legislation**
  Advocate a position on a population health-related bill.
- **PA003 Regulation**
  Analyze how regulations influence the nurse's role and the delivery, costs, and access to healthcare.
- **PA004 Design and Implementation**
  Analyze advocacy and the role of the nurse in healthcare program design and implementation.
PA005 Healthcare Program/Policy Evaluation
Assess outcomes of population health program/policy evaluations.

PA006 Global Healthcare Issues
Analyze the impact of nurse advocacy on addressing global health issues.

NURS 6051TL - Transforming Nursing and Healthcare Through Technology [Tempo Learning®-Specific Course]
TN001 What is Informatics?
Analyze frameworks and tools for the role of the nurse as an informaticist and knowledge worker.

TN002 The Role of Nurse Informatics in Healthcare
Analyze the role of the nurse informaticist in nursing informatics projects to improve outcomes or efficiencies in healthcare organizations.

TN003 Data to Information to Knowledge to Wisdom
Analyze how standardized terminologies impact the practice of healthcare and nursing informatics.

TN004 Technologies Supporting Applied Practice and Optimal Patient Outcomes
Analyze nursing informatics research on the application of clinical systems to improve outcomes and efficiencies.

TN005 The Nurse Leader and the Systems Development Life Cycle
Define the role of the nurse for participation on an implementation team as a component of the systems development life cycle.

TN006 Policy and Regulation Supporting Informatics and Technology
Evaluate legislative policies and regulations for health and nursing informatics and their impact on improvement for outcomes and efficiencies in nursing practice.

NURS 6052TL - Essentials of Evidence-Based Practice [Tempo Learning®-Specific Course]
EB001 Evidence-Based Practice (EBP) and the Quadruple Aim
Analyze the relationship between evidence-based practice and the Quadruple Aim in healthcare organizations.

EB002 Research Methodology
Analyze research methodologies described in peer-reviewed articles.

EB003 Clinical Inquiry, Problem-Intervention-Comparison-Outcome-Time (PICOT), and Searching Databases
Analyze relevant, peer-reviewed articles in support of PICOT questions.

EB004 Critical Appraisal, Evaluation/Summary, and Synthesis of Evidence
Recommend best practices based on critical appraisal of evidence-based research.
EB005 Evidence-Based Decision-Making
Recommend evidence-based organizational changes using an evidence-based practice approach to decision-making.

EB006 Disseminating Evidenced-Based Practice Changes
Analyze dissemination strategies for evidence-based practice changes in healthcare.

NURS 6053TL - Interprofessional Organizational and Systems Leadership [Tempo Learning®-Specific Course]
IO001 Healthcare Environment
Analyze the impact of national healthcare trends on organizational leadership practice.

IO002 Professionalism
Assess organizational policies and the promotion of ethical practice in addressing healthcare issues/stressors.

IO003 Leadership
Create a leadership philosophy to promote transformational leadership in nursing practice.

IO004 Promoting Organizational Health
Recommend evidence-based strategies to create healthy work environments and promote positive organizational health.

IO005 Organizational Change
Create comprehensive plans for meaningful organizational change.

BSN Track Only: Specialization Competencies (30 cr.)

These competencies are dependent upon the particular specialization. Please see the course list on each specialization page. Changing specializations may increase a student's expected time-to-degree completion and cost.

RN Track: Foundational and Core Curricula

RN Track Only: Foundation Competencies (25 cr.)

NURS 3100 - Issues and Trends in Nursing

IN3001 The Power of Nursing
Recognize the role of the nurse as a leader in the dynamic field of healthcare.

IN3002 Nurses at the Forefront of Issues and Trends
Analyze factors, issues, and trends impacting the nursing profession.
IN3003 Quality and Safety Practices for Healthcare Solutions
   Explain how evidence-based nursing solutions promote patient quality and safety.

IN3004 Interprofessional Teamwork: Civil Collaboration for the Common Good
   Recommend appropriate strategies to promote civility and interprofessional communication in the workforce.

IN3005 Powerful Caring Leads to Social Change
   Analyze the responsibility of nursing professionals to advocate for social change.

IN3006 Creating Your Personal Nursing Legacy
   Evaluate areas of strength and areas of professional growth for improving the health and healthcare delivery of populations.

NURS 3150 - Foundations of Nursing Research
   NR3001 Research Process
      Recognize the elements of the research process.

   NR3002 Research Methodology
      Analyze research methodologies.

   NR3003 Interpreting Data
      Analyze and interpret research data.

   NR3004 Research Recommendations
      Generate reasonable conclusions and recommendations based on published research findings.

NURS 4210 - Role of the Nurse Leader in Population Health
   PH4001 The Role of the Nurse Leader in Population Health
      Analyze the role of the nurse leader in population health.

   PH4002 Identifying Health Problems Within Your Community
      Justify a public health problem within your community using multiple sources of data.

   PH4003 Community Assessment (Practicum)
      Analyze a population health problem based on a community assessment.

   PH4004 Evidence-Based Practice in Public Health Nursing (Practicum)
      Synthesize sources of information to inform public health nursing interventions.

   PH4005 Evidence-Based Intervention Plan (Practicum)
      Create an evidence-based primary intervention plan at the system level in collaboration with health leaders to improve the health of a population in your community.

NURS 4005 - Topics in Clinical Nursing
CN4001 Nurse as Leader
Analyze the leadership role of the nurse in preventing and managing health problems across the lifespan in healthcare practice settings.

CN4002 Genetics and Genomics
Develop a patient education fact sheet for a genetic based healthcare issue.

CN4003 Staffing Plan
Analyze the process of creating a staffing plan that meets both patient care needs and budget constraints.

CN4004 Data-Driven Nursing Interventions
Create a data-driven nursing intervention based on quality indicators.

NURS 4220A - Leadership Competencies in Nursing and Healthcare

LC4001A Leadership for Organizational Culture and Growth
Analyze leadership for organizational culture and growth to promote positive social change through patient quality and safety.

LC4002A Healthcare Quality
Analyze healthcare quality for nursing practice.

LC4003A Quality Improvement Processes
Analyze quality improvement processes.

LC4004A Quality Improvement Tools
Analyze information from quality improvement tools.

LC4005A Improving Patient Quality and Safety
Apply quality improvement processes and tools as a scholar-practitioner to improve quality and safety.

RN Track Only: Core Competencies (23 cr.)

NURS 6003TL - Transition to Graduate Study for Nursing [Tempo Learning®-Specific Course]

FG001 Networking for Academic and Professional Success
Develop an academic and professional network.

FG002 Academic and Professional Strategies and Resources
Identify academic resources and strategies for success.

FG003 Academic and Professional Integrity
Apply strategies to promote academic integrity and professional ethics.

FG004 Scholarship and Nursing Practice
Analyze peer-reviewed research related to issues in nursing practice.

FG005 Professional Development Plan
Create professional development plans for academic success and professional practice.
FG006 Standards of Practice
Justify selection of the MSN specialization using standards and scope of practice.

NURS 6050TL - Policy and Advocacy for Improving Population Health [Tempo Learning®-Specific Course]
PA001 Agenda Setting
Evaluate federal agendas to promote healthcare issues within the policymaking system/process.
PA002 Legislation
Advocate a position on a population health-related bill.
PA003 Regulation
Analyze how regulations influence the nurse's role and the delivery, costs, and access to healthcare.
PA004 Design and Implementation
Analyze advocacy and the role of the nurse in healthcare program design and implementation.
PA005 Healthcare Program/Policy Evaluation
Assess outcomes of population health program/policy evaluations.
PA006 Global Healthcare Issues
Analyze the impact of nurse advocacy on addressing global health issues.

NURS 6051TL - Transforming Nursing and Healthcare Through Technology [Tempo Learning®-Specific Course]
TN001 What is Informatics?
Analyze frameworks and tools for the role of the nurse as an informaticist and knowledge worker.
TN002 The Role of Nurse Informatics in Healthcare
Analyze the role of the nurse informaticist in nursing informatics projects to improve outcomes or efficiencies in healthcare organizations.
TN003 Data to Information to Knowledge to Wisdom
Analyze how standardized terminologies impact the practice of healthcare and nursing informatics.
TN004 Technologies Supporting Applied Practice and Optimal Patient Outcomes
Analyze nursing informatics research on the application of clinical systems to improve outcomes and efficiencies.
TN005 The Nurse Leader and the Systems Development Life Cycle
Define the role of the nurse for participation on an implementation team as a component of the systems development life cycle.
TN006 Policy and Regulation Supporting Informatics and Technology
Evaluate legislative policies and regulations for health and nursing
informatics and their impact on improvement for outcomes and efficiencies in nursing practice.

NURS 6052TL - Essentials of Evidence-Based Practice [Tempo Learning®-Specific Course]
- EB001 Evidence-Based Practice (EBP) and the Quadruple Aim
  Analyze the relationship between evidence-based practice and the Quadruple Aim in healthcare organizations.
- EB002 Research Methodology
  Analyze research methodologies described in peer-reviewed articles.
- EB003 Clinical Inquiry, Problem-Intervention-Comparison-Outcome-Time (PICOT), and Searching Databases
  Analyze relevant, peer-reviewed articles in support of PICOT questions.
- EB004 Critical Appraisal, Evaluation/Summary, and Synthesis of Evidence
  Recommend best practices based on critical appraisal of evidence-based research.
- EB005 Evidence-Based Decision-Making
  Recommend evidence-based organizational changes using an evidence-based practice approach to decision-making.
- EB006 Disseminating Evidenced-Based Practice Changes
  Analyze dissemination strategies for evidence-based practice changes in healthcare.

NURS 6053TL - Interprofessional Organizational and Systems Leadership [Tempo Learning®-Specific Course]
- IO001 Healthcare Environment
  Analyze the impact of national healthcare trends on organizational leadership practice.
- IO002 Professionalism
  Assess organizational policies and the promotion of ethical practice in addressing healthcare issues/stressors.
- IO003 Leadership
  Create a leadership philosophy to promote transformational leadership in nursing practice.
- IO004 Promoting Organizational Health
  Recommend evidence-based strategies to create healthy work environments and promote positive organizational health.
- IO005 Organizational Change
  Create comprehensive plans for meaningful organizational change.

RN Track Only: Specialization Competencies (25 cr.)
These competencies are dependent upon the particular specialization. Please see the course list on each specialization page. Changing specializations may increase a student's expected time-to-degree completion and cost.

RN Track Only: Capstone Competencies (5 cr.)

These competencies are dependent upon the particular specialization. Please see the course list on each specialization page. Changing specializations may increase a student's expected time-to-degree completion and cost.

Specializations (Master's)

**Adult Gerontology Acute Care Nurse Practitioner - Master of Science in Nursing (MSN)**

In the Adult/Gerontology Acute Care Nurse Practitioner specialization, students build their core competencies to become nurse practitioners while acquiring the advanced practice skills essential to high-acuity healthcare settings such as hospital emergency rooms, intensive care units, trauma centers, and specialty practices. Coursework prepares students for the challenges of managing the care of acutely or chronically ill adolescents (13+), young adults, adults, and older adults across the entire patient care experience, from initial assessment and diagnosis to developing a treatment and care plan. Graduates of this program will also be prepared to apply research and evidence-based practice to support quality improvement initiatives.

Specialization Courses (35 cr.)

- **NURS 6501 - Advanced Pathophysiology**
- **NURS 6521 - Advanced Pharmacology**
- **NURS 6512 - Advanced Health Assessment and Diagnostic Reasoning**
- **NRNP 6566 - Advanced Care of Adults in Acute Settings I**
- **PRAC 6566 - Advanced Care of Adults in Acute Settings I Practicum**
- **NRNP 6540 - Advanced Practice Care of Older Adults**
- **PRAC 6540 - Advanced Practice Care of Older Adults Practicum**
- **NRNP 6550 - Advanced Practice Care of Adults in Acute Care Settings II**
- **PRAC 6550 - Advanced Practice Care of Adults in Acute Care Settings II Practicum**
- **NRNP 6560 - Advanced Care of Adults in Acute Settings III**
- **PRAC 6560 - Advanced Care of Adults in Acute Settings III Practicum**

**Note on Certification**

*The MSN nurse practitioner specializations are designed to prepare graduates to qualify to sit for national nurse practitioner certification exams, which are required for practice as a nurse practitioner in most states. Because no graduate program can guarantee that graduates will be permitted to practice as a nurse practitioner upon graduation, we encourage students to consult the appropriate Board of Nursing or state agency to determine specific certification exam requirements. Walden enrollment specialists can*
provide information relating to national certification exams; however, it remains the individual’s responsibility to understand, evaluate, and comply with all requirements relating to national certification exams for the state in which he or she resides, as requirements vary widely. Walden makes no representations or guarantee that completion of Walden coursework or programs will permit an individual to obtain national certification. For more information about nurse practitioner certification exams, students should visit the American Academy of Nurse Practitioners (AANP) at https://www.aanp.org/education/aanp-certification-program, American Nurses Credentialing Center (ANCC) at www.nursingworld.org/our-certifications, or the American Association of Critical Care Nurses (AACN) at APRNcert@aacn.org.

Note on Licensure

The MSN nurse practitioner specializations are designed to prepare graduates with an active registered nurse (RN) license to practice as nurse practitioners. However, each state Board of Nursing has its own academic and certification requirements and issues its own credential for an RN to be permitted to practice as a nurse practitioner in that state. Because no graduate program can guarantee that graduates will be permitted to practice as a nurse practitioner upon graduation, we encourage students to consult the appropriate Board of Nursing or state agency in the state in which he or she resides to determine specific requirements. Additionally, prospective students are advised if they choose to relocate to carefully review, evaluate, and understand the requirements of the applicable licensure board in the state in which they intend to relocate. Walden enrollment specialists can provide guidance relating to the state-by-state requirements for practice as a nurse practitioner; however, it remains the individual’s responsibility to understand, evaluate, and comply with all requirements relating to the practice as a nurse practitioner in the state in which he or she resides, as requirements vary widely. Walden makes no representations or guarantee that completion of Walden coursework or programs will permit an individual to obtain state licensure, authorization, endorsement, or other state credential. For more information about the requirements to practice as a nurse practitioner, students should contact the appropriate Board of Nursing or state agency.

Prospective Alabama students: State approval of a program to offer Alabama licensed nurses’ opportunities for advanced degrees does not indicate eligibility for approval to practice as an advanced nurse in Alabama. Applications for approval in Alabama are required to meet the Alabama requirements for national certification, graduation from a specific-type program for the advanced practice approval, and completion of the appropriate application. Any program offering a pre-licensure track to Alabama students shall meet the requirements of the Alabama regulations for pre-licensure programs or the graduates may not be eligible to take the national licensure examination required by the Alabama Board of Nursing to enter the practice. www.abn.alabama.gov

Prospective Washington students: Walden University is approved by the Washington State Nursing Care Quality Assurance Commission to provide practice experiences in Washington State for a Bachelor’s of Science in Nursing, Master of Science in Nursing with a specialization in Nursing Education, Nursing Informatics, Leadership and Management, Family Nurse Practitioner, Adult-Gerontology Acute Care Nurse Practitioner, Adult-Gerontology Primary Care Nurse Practitioner, and Psychiatric and Mental Health Nurse Practitioner, as well as the Doctor of Nursing Practice (DNP) program. For more information, go to the following website: https://www.doh.wa.gov/LicensesPermitsandCertificates/NursingCommission/NursingEducation/NursingPrograms.

Note on Field Experience and Relocating

Students who are considering relocating are advised to contact their student success advisor prior to any decision to relocate in order to determine how relocation may impact progress in their program. Advisors can provide information and guidance on how relocating may result in possible changes, restrictions, and/or additional
requirements affecting field experience. Each Board of Nursing and Higher Education Authority governs the field experience rules and regulations in their respective states, and students may be unable to complete field experience in the state in which they plan to relocate. While Walden is committed to working collaboratively with students to secure field sites across the United States, it is imperative that students contact their student success advisor immediately when considering relocating.

**Adult Gerontology Primary Care Nurse Practitioner - Master of Science in Nursing (MSN)**

Adult/Gerontology Primary Care Nurse Practitioners (AGNPs) are advanced practice nurses who hold a Master of Science in Nursing (MSN) and have advanced clinical education. AGNPs are trained to assess, diagnose, treat, and manage a variety of health issues among adult patients, ages 13 years and older. This specialization explores strategies for improving health outcomes through effective communication and collaboration. Students have the opportunity to explore current health topics through a curriculum developed in collaboration with experts. Courses are rooted in evidence-based practice so that students can gain knowledge in providing quality, comprehensive, accessible, and cost-effective care.

This specialization can prepare students to make a positive difference in today's dynamic and ever-changing healthcare environment, whether in clinical practice or a related health professional role. Students can prepare to advance their careers. Graduates can pursue national adult-gerontology nurse practitioner certification and state credentialing.

**Specialization Courses (35 cr.)**

- NURS 6501 - Advanced Pathophysiology
- NURS 6521 - Advanced Pharmacology
- NURS 6512 - Advanced Health Assessment and Diagnostic Reasoning
- NRNP 6531 - Primary Care of Adults Across the Lifespan
- PRAC 6531 - Primary Care of Adults Across the Lifespan Practicum
- NRNP 6540 - Advanced Practice Care of Older Adults
- PRAC 6540 - Advanced Practice Care of Older Adults Practicum
- NRNP 6552 - Advanced Nurse Practice in Reproductive Health Care
- PRAC 6552 - Advanced Nurse Practice in Reproductive Health Care Practicum
- NRNP 6565 - Synthesis in Advanced Nursing Practice of Patients in Primary Care Settings
- PRAC 6565 - Synthesis in Advanced Nursing Practice of Patients in Primary Care Settings Practicum

**Note on Certification**

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nurse practitioner upon graduation, we encourage students to consult the appropriate Board of Nursing or state agency to determine specific certification exam requirements. Walden enrollment specialists can provide information relating to national certification exams; however, it remains the individual’s responsibility to understand, evaluate, and comply with all requirements relating to national certification exams for the state in which he or she resides, as requirements vary widely. Walden makes no representations or guarantee that completion of Walden coursework or programs will permit an individual to obtain national certification. For more information about nurse practitioner certification exams, students should visit the American Academy of Nurse Practitioners (AANP) at https://www.aanp.org/education/aanp-certification-program, American Nurses Credentialing Center (ANCC) at www.nursingworld.org/our-certifications, or the American Association of Critical Care Nurses (AACN) at APRNcert@aacn.org.

Note on Licensure

The MSN nurse practitioner specializations are designed to prepare graduates with an active registered nurse (RN) license to practice as nurse practitioners. However, each state Board of Nursing has its own academic and certification requirements and issues its own credential for an RN to be permitted to practice as a nurse practitioner in that state. Because no graduate program can guarantee that graduates will be permitted to practice as a nurse practitioner upon graduation, we encourage students to consult the appropriate Board of Nursing or state agency in the state in which he or she resides to determine specific requirements. Additionally, prospective students are advised if they choose to relocate to carefully review, evaluate, and understand the requirements of the applicable licensure board in the state in which they intend to relocate. Walden enrollment specialists can provide guidance relating to the state-by-state requirements for practice as a nurse practitioner; however, it remains the individual’s responsibility to understand, evaluate, and comply with all requirements relating to the practice as a nurse practitioner in the state in which he or she resides, as requirements vary widely. Walden makes no representations or guarantee that completion of Walden coursework or programs will permit an individual to obtain state licensure, authorization, endorsement, or other state credential. For more information about the requirements to practice as a nurse practitioner, students should contact the appropriate Board of Nursing or state agency.

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**Family Nurse Practitioner - Master of Science in Nursing (MSN)**

Family Nurse Practitioners (FNPs) are advanced practice registered nurses with the knowledge and skills to assess and manage health issues in patients of all ages, from birth through the senior years. This specialization can prepare students to gain autonomy or advance in their career as healthcare professionals. Through a series of courses and well-rounded clinical practice experiences focused on current health issues, students can effectively implement and facilitate disease prevention, health promotion, health maintenance, and restorative care interventions.

This online Family Nurse Practitioner specialization focuses on evidence-based techniques that can enhance the quality of care and outcomes for patients. The program offers strategies that can prepare students to work in primary care outpatient health settings or change the course of their healthcare career. Graduates of the program can pursue national family nurse practitioner certification and state credentialing.

**Specialization Courses (35 cr.)**

- NURS 6501 - Advanced Pathophysiology
- NURS 6521 - Advanced Pharmacology
- NURS 6512 - Advanced Health Assessment and Diagnostic Reasoning
- NRNP 6531 - Primary Care of Adults Across the Lifespan
- PRAC 6531 - Primary Care of Adults Across the Lifespan Practicum
- NRNP 6541 - Primary Care of Adolescents and Children
- PRAC 6541 - Primary Care of Adolescents and Children Practicum
- NRNP 6552 - Advanced Nurse Practice in Reproductive Health Care
- PRAC 6552 - Advanced Nurse Practice in Reproductive Health Care Practicum
- NRNP 6568 - Synthesis in Advanced Nursing Practice of Patients in Family Care Settings
- PRAC 6568 - Synthesis in Advanced Nursing Practice of Patients in Family Care Settings Practicum

**Note on Certification**

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Note on Licensure

The MSN nurse practitioner specializations are designed to prepare graduates with an active registered nurse (RN) license to practice as nurse practitioners. However, each state Board of Nursing has its own academic and certification requirements and issues its own credential for an RN to be permitted to practice as a nurse practitioner in that state. Because no graduate program can guarantee that graduates will be permitted to practice as a nurse practitioner upon graduation, we encourage students to consult the appropriate Board of Nursing or state agency in the state in which he or she resides to determine specific requirements. Additionally, prospective students are advised if they choose to relocate to carefully review, evaluate, and understand the requirements of the applicable licensure board in the state in which they intend to relocate. Walden enrollment specialists can provide guidance relating to the state-by-state requirements for practice as a nurse practitioner; however, it remains the individual’s responsibility to understand, evaluate, and comply with all requirements relating to the practice as a nurse practitioner in the state in which he or she resides, as requirements vary widely. Walden makes no representations or guarantee that completion of Walden coursework or programs will permit an individual to obtain state licensure, authorization, endorsement, or other state credential. For more information about the requirements to practice as a nurse practitioner, students should contact the appropriate Board of Nursing or state agency.

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Note on Field Experience and Relocating

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Authority governs the field experience rules and regulations in their respective states, and students may be unable to complete field experience in the state in which they plan to relocate. While Walden is committed to working collaboratively with students to secure field sites across the United States, it is imperative that students contact their student success advisor immediately when considering relocating.

**Nurse Executive - Master of Science in Nursing (MSN)**

In the Nurse Executive specialization, students have the opportunity to prepare for a management role as a nurse administrator through a targeted curriculum designed to help students develop essential management and leadership skills. Coursework helps students gain insight into how effective, collaborative management can support the ultimate goal of improving patient outcomes. The program includes options for deepening knowledge through sub-specializations in risk management and health policy: two areas of high demand in the marketplace. Students have the opportunity to gain skills in management strategy, decision-making, planning, finance, patient safety management, and human resources.

**Specialization Courses (30 cr.)**

- NURS 6201 - Leadership in Nursing and Healthcare
- NURS 6211 - Finance and Economics in Healthcare Delivery
- NURS 6221 - Managing Human Resources
- NURS 6231 - Healthcare Systems and Quality Outcomes
- NURS 6241 - Strategic Planning in Healthcare Organizations
- NURS 6600 - Capstone Synthesis Practicum

**Optional Sub-Specialization: Health Policy (10 cr.)**

- NURS 6226 - Introduction to Healthcare Policy
- NURS 6227 - Current Issues in Health Policy

**Optional Sub-Specialization: Risk Management (10 cr.)**

- NURS 6223 - Healthcare Quality Assurance and Risk Management in Healthcare Organizations
- NURS 6224 - Quality Assurance and Regulatory Compliance

**Note on Field Experience and Relocating**

Students who are considering relocating are advised to contact their student success advisor prior to any decision to relocate in order to determine how relocation may impact progress in their program. Advisors can provide information and guidance on how relocating may result in possible changes, restrictions, and/or additional requirements affecting field experience. Each Board of Nursing and Higher Education
Authority governs the field experience rules and regulations in their respective states, and students may be unable to complete field experience in the state in which they plan to relocate. While Walden is committed to working collaboratively with students to secure field sites across the United States, it is imperative that students contact their student success advisor immediately when considering relocating.

**Nurse Executive - Master of Science in Nursing (MSN) (Competency Based)**

In the Nurse Executive specialization, students have the opportunity to prepare for a management role as a nurse administrator through a targeted curriculum designed to help students develop essential management and leadership skills. Coursework helps students gain insight into how effective, collaborative management can support the ultimate goal of improving patient outcomes. Students have the opportunity to gain skills in management strategy, decision-making, planning, finance, patient safety management, and human resources.

**Specialization Competencies (30 cr.)**

- **NURS 6201 - Leadership in Nursing and Healthcare**
  - LN001 Leadership Models and Styles
    - Apply leadership styles to address varied situations in healthcare settings.
  - LN002 Systems Thinking in Nursing Leadership
    - Apply systems thinking to improve nursing leadership in transitions of care processes.
  - LN003 Strategies for Conflict Resolution
    - Apply strategies for conflict resolution.
  - LN004 Leadership to Support Excellence in Nursing Practice
    - Analyze transformational leadership behaviors that support evidence-based practice.
  - LN005 Empowerment of the Nurse Leader in Organizational Structures
    - Analyze opportunities for the nurse executive to enact, influence, and engage in decision-making to improve health and care delivery.

- **NURS 6211 - Finance and Economics in Healthcare Delivery**
  - FE001 Making a Business Case
    - Apply concepts and principles of finance and economics to the proposal of new healthcare products and services.
  - FE002 Health Economics and Financial Analysis
    - Apply skills for creating and managing healthcare budgets.
  - FE003 Budgets and Budgeting
    - Create and manage healthcare budgets.
FE004 Costs and Savings
Evaluate healthcare service costs and savings.

FE005 Financial Health and Nurse Entrepreneurs
Assess financial reports and apply financial concepts for healthcare budget requests.

NURS 6221 - Managing Human Resources
MH001 Employee Recruitment and Selection
Apply strategies for effectively recruiting and selecting nursing staff.

MH002 Support and Empowerment of Employees
Develop an employee empowerment plan that supports job performance and satisfaction.

MH003 Performance Management in Nursing Settings
Apply systems thinking in assessing employee performance in nursing settings.

MH004 Diversity as a Human Resource
Apply strategies for embracing, leveraging, and managing diversity and inclusion in nursing settings.

MH005 Leadership, Ethics, and the Law
Apply legal and ethical standards to actions and decision-making in nursing leadership.

NURS 6231 - Healthcare Systems and Quality Outcomes
HQ001 Methods and Tools for Quality and Safety
Apply methods and tools for quality and safety in healthcare.

HQ002 Measurement and Evaluation of Quality Outcomes
Apply strategies for measuring and evaluating quality outcomes in healthcare settings.

HQ003 Interdisciplinary Collaboration in Nursing
Analyze interdisciplinary approaches to maximize quality of care and patient outcomes.

HQ004 Innovations to Improve Outcomes
Recommend systems innovations to improve quality outcomes.

NURS 6241 - Strategic Planning in Healthcare Organizations
HC001 Key Concepts in Strategic Planning in Healthcare Organizations
Explain concepts related to the purposes and processes of strategic planning in healthcare settings.

HC002 Strategic Planning Needs Analysis
Analyze strategic planning needs for healthcare organizations or issues.

HC003 Goals, Objectives, and Strategies to Inform Strategic Plans
Develop goals, objectives, and strategies to inform strategic plans.
HC004 Resources to Inform Strategic Plans
  Apply resources to inform strategic plans.
NURS 6600TL - Capstone [Tempo Learning®-Specific Course]
SY001 Leadership, Nursing Practice, and Social Change
  Apply leadership principles to design programs to enhance nursing practice and promote social change.
SY002 Leadership and Career Advancement
  Create plans to participate in leadership and professional growth opportunities to achieve professional goals and objectives.

Note on Curriculum

In an effort to ensure competencies are kept up to date and relevant to meet the learning outcomes of the program, the number and subject matter of individual competencies needed to satisfy program course requirements may change. However, program outcomes and the number and subject matter of courses will not be impacted. As a result, the required competencies listed in a student’s individual learning plan may differ from what is currently listed in the catalog.

Nursing Education - Master of Science in Nursing (MSN)

The Nursing Education specialization prepares nurses for faculty positions in all types of undergraduate nursing programs, as well as for educator roles in diverse practice settings. Graduates have the knowledge to develop, plan, implement, and evaluate educational programs for nursing students and other individuals or groups needing health-related education.

Specialization Courses (30 cr.)

- NURS 6321 - Curriculum Development, Assessment, and Evaluation
- NURS 6331 - Teaching Learning Strategies: Integrating Technology Into Nursing Education
- NURS 6341 - Specialty in Clinical Nursing
- NURS 6351 - Role of the Nurse Educator
- NURS 6370 - Foundational Skills for Nurse Educators in Academic and Healthcare Environments
- NURS 6380 - Advanced Pathopharmacology and Advanced Health Assessment for Nurse Educators

Note on Field Experience and Relocating

Students who are considering relocating are advised to contact their student success advisor prior to any decision to relocate in order to determine how relocation may impact progress in their program. Advisors can provide information and guidance on how relocating may result in possible changes, restrictions, and/or additional requirements affecting field experience. Each Board of Nursing and Higher Education Authority governs the field experience rules and regulations in their respective states,
and students may be unable to complete field experience in the state in which they plan to relocate. While Walden is committed to working collaboratively with students to secure field sites across the United States, it is imperative that students contact their student success advisor immediately when considering relocating.

**Nursing Education - Master of Science in Nursing (MSN) (Competency Based)**

The Nursing Education specialization prepares nurses for faculty positions in all types of undergraduate nursing programs, as well as for educator roles in diverse practice settings. Graduates have the knowledge to develop, plan, implement, and evaluate educational programs for nursing students and other individuals or groups needing health-related education.

**Specialization Competencies (30 cr.)**

**NURS 6321 - Curriculum Development, Assessment, and Evaluation**

- **AE001 Foundational Concepts of Curriculum Development, Assessment, and Evaluation**
  - Explain foundational concepts and principles related to curriculum development, assessment, and evaluation.
- **AE002 Introduction to Curriculum Development**
  - Evaluate alignment and congruence of curriculum components.
- **AE003 Curriculum Design Approaches and Processes**
  - Analyze curriculum design approaches, components, and processes.
- **AE004 Curriculum and Evaluation Processes**
  - Analyze standards-based nursing curriculum, assessments, and evaluations designed to improve health and performance outcomes.

**NURS 6331 - Teaching Learning Strategies: Integrating Technology Into Nursing Education**

- **TL001 Course Design and Learner Characteristics**
  - Analyze learner characteristics and their influence on lesson design.
- **TL002 Instructional Strategies and Learning Outcomes**
  - Evaluate instructional strategies and methods to support learning outcomes in nursing education.
- **TL003 Lesson Planning and Implementation**
  - Design classroom or face-to-face lessons that integrate technology to achieve learning objectives and outcomes.
- **TL004 Testing and Evaluation**
  - Create appropriate assessments and evaluations to measure desired outcomes for nursing education.
TL005 Digital Learning Experiences
Develop asynchronous, online, and media-based lessons to improve nursing practice and patient care.

NURS 6341 - Specialty in Clinical Nursing
SN001 Focus and Objectives for Advanced Practice
Identify a focus within a clinical specialty and formulate objectives for advanced nursing practice.
SN002 Comprehensive and Systematic Assessment
Plan and conduct comprehensive and systematic assessments on patients using advanced levels of decision-making within a clinical specialty.
SN003 Patient Care
Recommend evidence-based interventions in advanced nursing practice to ensure positive outcomes for patients.
SN004 Self-Assessment in Advanced Practice
Use multiple measures to self-assess performance for advanced skills and practice within a clinical specialty.

NURS 6351 - Role of the Nurse Educator
RN001 Nurse Educator Roles and Settings
Analyze roles of nurse educators in a variety of nursing settings.
RN002 Professional Goals and Roles
Identify professional goals as a nurse educator and analyze settings and roles related to those goals.
RN003 Conflict Management
Apply strategies for the nurse educator to prevent and manage conflict in nursing education.
RN004 Supporting All Learners
Apply strategies to create positive learning environments and to support learner needs, perspectives, and performance.
RN005 Career Advancement and Changing Roles
Write résumés, cover letters, and professional profiles to advance in the field of nursing education.

NURS 6370 - Foundational Skills for Nurse Educators in Academic and Healthcare Environments
NE001 The Roles of the Academic Nurse Educator and the Nursing Professional Development Practitioner
Differentiate the roles of the academic nurse educator and the nursing professional development practitioner.
NE002 Learning Theories in Nursing Education
Apply learning theories for nursing education in academic and practice settings.
NE003 Educational Design Process
Apply the educational design process to educational activities that meet defined learning needs.

NE004 Organizational Alignment
Align professional activities with the mission, vision, and strategic plan of a professional organization/institution.

NE005 Nursing Professional Development as a Nursing Specialty Practice
Apply the Nursing Professional Development Scope and Standards of Practice into all areas of professional development practice.

NE006 Role of the Academic Clinical Nurse Educator
Integrate core competencies for academic clinical nurse educators into academic education practice.

NE007 Leadership in Nursing Education in Academic and Practice Settings
Analyze leadership in nursing education in academic and practice settings.

NURS 6380TL - Advanced Pathopharmacology and Advanced Health Assessment [Tempo Learning®-Specific Course]

AH001 Concepts of Advanced Health Assessment for the Nurse Educator
Perform comprehensive and systematic health assessments at an advanced clinical reasoning level.

AH002 Concepts of Advanced Pathophysiology and Pharmacology for the Nurse Educator
Analyze pathophysiology and pharmacotherapeutic interventions of common disorders across the lifespan.

AH003 Case Presentation
Synthesize plans of care for case presentation.

Note on Curriculum
In an effort to ensure competencies are kept up to date and relevant to meet the learning outcomes of the program, the number and subject matter of individual competencies needed to satisfy program course requirements may change. However, program outcomes and the number and subject matter of courses will not be impacted. As a result, the required competencies listed in a student’s individual learning plan may differ from what is currently listed in the catalog.

Nursing Informatics - Master of Science in Nursing (MSN)
The Nursing Informatics specialization prepares nurses to more effectively utilize information technology to enhance the quality of patient care. This specialization blends nursing science with computer and information science. Coursework focuses on such key areas as information systems, database concepts, and effective project management. Graduates have the knowledge to integrate data, information, and knowledge to support decision-making processes that affect patients and providers. (Additional software may be required.)
Specialization Courses (30 cr.)

- NURS 6401 - Informatics in Nursing and Healthcare
- NURS 6412 - Information and Knowledge Management
- NURS 6421 - Supporting Workflow in Healthcare Systems
- NURS 6441 - Project Management: Healthcare Information Technology
- NURS 6451 - Evaluation Methods for Health Information Technology
- NURS 6461 - Capstone Synthesis Practicum

Note on Field Experience and Relocating

Students who are considering relocating are advised to contact their student success advisor prior to any decision to relocate in order to determine how relocation may impact progress in their program. Advisors can provide information and guidance on how relocating may result in possible changes, restrictions, and/or additional requirements affecting field experience. Each Board of Nursing and Higher Education Authority governs the field experience rules and regulations in their respective states, and students may be unable to complete field experience in the state in which they plan to relocate. While Walden is committed to working collaboratively with students to secure field sites across the United States, it is imperative that students contact their student success advisor immediately when considering relocating.

Nursing Informatics - Master of Science in Nursing (MSN) (Competency Based)

The Nursing Informatics specialization prepares nurses to more effectively utilize information technology to enhance the quality of patient care. This specialization blends nursing science with computer and information science. Coursework focuses on such key areas as information systems, database concepts, and effective project management. Graduates have the knowledge to integrate data, information, and knowledge to support decision-making processes that affect patients and providers. (Additional software may be required.)

Specialization Competencies (30 cr.)

- NURS 6401 - Informatics in Nursing and Healthcare
  - IF001 Data-Driven Evidence-Based Practice
    - Apply evidence-based research for integration into clinical decision support to solve problems and improve patient care.
  - IF002 Perspectives on the Sharing of Healthcare Information
    - Evaluate the sharing of healthcare data and information between organizations in healthcare contexts.
IF003 Potential Challenges of Informatics Technologies
   Analyze the potential challenges of EHR systems.
IF004 ANA Informatics Competencies in Practice
   Apply ANA informatics competencies to nursing practice according to ANCC standards.
IF005 Policy-Driven Nursing Informatics
   Analyze policy mandates to establish and maintain nursing informatics practices.

NURS 6412 - Information and Knowledge Management
IK001 Electronic Databases: The Backbone of Healthcare Record Keeping
   Analyze the evolution of database uses and integration in nursing settings.
IK002 Database Design and Relational Databases
   Develop basic relational databases using database design principles.
IK003 Database Queries for Data Analysis
   Design database queries for effective data analysis.
IK004 Data Integrity, Security, and Storage
   Recommend best practices for ensuring data integrity and security.
IK005 Data Analysis to Improve Patient Care and Outcomes
   Recommend ethical data mining and information sharing strategies to improve patient care and outcomes.

NURS 6421 - Supporting Workflow in Healthcare Systems
WF001 Workflow Models and the Role of the Nurse Informaticist
   Recommend workflow models from the perspective of the nurse informaticist throughout the systems development life cycle (SDLC).
WF002 Workflow Process Improvement for Healthcare Technologies
   Develop gap analysis plans to recommend workflow process improvements for healthcare information technologies to prevent workarounds.
WF003 Workflow Redesign Solutions and Implementation Strategies
   Apply workflow redesign solutions and implementation strategies to achieve meaningful-use compliance.

NURS 6441 - Project Management: Healthcare Information Technology
PI001 Change Management in Healthcare Information Technology Projects
   Develop a change management plan based on principles of project management and planning.
PI002 Healthcare Information Technology Project Plan
   Develop a healthcare information technology project plan to improve quality and safety in healthcare settings.
PI003 Strategies in Healthcare Information Technology Project Management
Evaluate strategies and best practices for effective and ethical healthcare information technology project management.

NURS 6451 - Evaluation Methods for Health Information Technology
EM001 The Role of Health Information Technology (HIT) Evaluation
   Analyze the characteristics of health information technology (HIT) evaluation.
EM002 Health Information Technology (HIT) Evaluation Plan
   Create an evidence-based practice evaluation plan for a health information technology (HIT) implementation.
EM003 Dissemination and Ethics in Health Information Technology (HIT) Evaluation
   Evaluate strategies related to dissemination and ethics in health information technology (HIT) evaluation.

NURS 6461 - Capstone Synthesis Practicum
NS001 Opportunities for Leadership and Professional Growth for the Nurse Informaticist
   Develop an evidence-based project to meet nursing informatics needs at a professional organization.
NS002 Leadership and Career Advancement
   Prepare a professional portfolio to advance a nurse informaticist role.

Note on Curriculum

In an effort to ensure competencies are kept up to date and relevant to meet the learning outcomes of the program, the number and subject matter of individual competencies needed to satisfy program course requirements may change. However, program outcomes and the number and subject matter of courses will not be impacted. As a result, the required competencies listed in a student’s individual learning plan may differ from what is currently listed in the catalog.

Pediatric Nurse Practitioner Primary Care - Master of Science in Nursing (MSN)

This specialization will meet the needs of nurses who wish to specialize in pediatrics primary care and will enable nurses to seek their master’s degree and enter practice as a pediatric nurse practitioner primary care (PNP-PC).

Specialization Courses (40 cr.)

NURS 6501 - Advanced Pathophysiology
NURS 6521 - Advanced Pharmacology
NURS 6512 - Advanced Health Assessment and Diagnostic Reasoning
NURS 6800 - Advanced Pediatric Development and Behavior
NRNP 6810 - Primary Care Approaches for Children
PRAC 6810 - Advanced Pediatric Nursing Practicum I: Primary Care
NRNP 6820 - Management of Complex Pediatric Conditions
PRAC 6820 - Advanced Pediatric Nursing Practicum II: Complex Care
NRNP 6830 - Management of Specialized Populations
PRAC 6830 - Advanced Pediatric Nursing Practicum III: Specialty Care
NRNP 6840 - Synthesis of Pediatric Primary Care
PRAC 6840 - Advanced Pediatric Nursing Practicum IV: Synthesis Care

Note on Certification

The MSN nurse practitioner specializations are designed to prepare graduates to qualify to sit for national nurse practitioner certification exams, which are required for practice as a nurse practitioner in most states. Because no graduate program can guarantee that graduates will be permitted to practice as a nurse practitioner upon graduation, we encourage students to consult the appropriate Board of Nursing or state agency to determine specific certification exam requirements. Walden enrollment specialists can provide information relating to national certification exams; however, it remains the individual’s responsibility to understand, evaluate, and comply with all requirements relating to national certification exams for the state in which he or she resides, as requirements vary widely. Walden makes no representations or guarantee that completion of Walden coursework or programs will permit an individual to obtain national certification. For more information about nurse practitioner certification exams, students should visit the American Academy of Nurse Practitioners (AANP) at https://www.aanp.org/education/aanp-certification-program, American Nurses Credentialing Center (ANCC) at www.nursingworld.org/our-certifications, or the American Association of Critical Care Nurses (AACN) at APRNcert@aacn.org.

Note on Licensure

The MSN nurse practitioner specializations are designed to prepare graduates with an active registered nurse (RN) license to practice as nurse practitioners. However, each state Board of Nursing has its own academic and certification requirements and issues its own credential for an RN to be permitted to practice as a nurse practitioner in that state. Because no graduate program can guarantee that graduates will be permitted to practice as a nurse practitioner upon graduation, we encourage students to consult the appropriate Board of Nursing or state agency in the state in which he or she resides to determine specific requirements. Additionally, prospective students are advised if they choose to relocate to carefully review, evaluate, and understand the requirements of the applicable licensure board in the state in which they intend to relocate. Walden enrollment specialists can provide guidance relating to the state-by-state requirements for practice as a nurse practitioner; however, it remains the individual’s responsibility to understand, evaluate, and comply with all requirements relating to the practice as a nurse practitioner in the state in which he or she resides, as requirements vary widely. Walden makes no representations or guarantee that completion of Walden coursework or programs will permit an individual to obtain state licensure, authorization, endorsement, or other state credential. For more information about the requirements to practice as a nurse practitioner, students should contact the appropriate Board of Nursing or state agency.

Prospective Alabama students: State approval of a program to offer Alabama licensed nurses’ opportunities for advanced degrees does not indicate eligibility for approval to practice as an advanced nurse in Alabama. Applications for approval in Alabama are required to meet the Alabama requirements for national certification, graduation from a specific-type program for the advanced practice approval, and completion of the appropriate application. Any program offering a pre-licensure track to Alabama students shall meet the requirements of the Alabama regulations for pre-licensure programs or the graduates may not be eligible to take the national licensure examination required by the Alabama Board of Nursing to enter the practice. www.abn.alabama.gov

Prospective Washington students: Walden University is approved by the Washington State Nursing Care Quality Assurance Commission to provide practice experiences in Washington State for a Bachelor's
Note on Field Experience and Relocating

Students who are considering relocating are advised to contact their student success advisor prior to any decision to relocate in order to determine how relocation may impact progress in their program. Advisors can provide information and guidance on how relocating may result in possible changes, restrictions, and/or additional requirements affecting field experience. Each Board of Nursing and Higher Education Authority governs the field experience rules and regulations in their respective states, and students may be unable to complete field experience in the state in which they plan to relocate. While Walden is committed to working collaboratively with students to secure field sites across the United States, it is imperative that students contact their student success advisor immediately when considering relocating.

Psychiatric Mental Health Nurse Practitioner - Master of Science in Nursing (MSN)

The Psychiatric Mental Health Nurse Practitioner (PMHNP) is an advanced practice registered nurse trained to provide a wide range of mental health services to patients and families in a variety of settings. PMHNPs diagnose, conduct therapy, and prescribe medications for patients who have psychiatric disorders, medical organic brain disorders, or substance abuse problems. They are licensed to provide emergency psychiatric services, conduct psychosocial and physical assessment of their patients, develop and manage treatment plans, and provide ongoing manage patient care. They may also serve as consultants or as educators for families and staff. The PMHNP has a focus on making a psychiatric diagnosis, differentiates between medical disorders with psychiatric symptoms, and orders appropriate medications to treat various psychiatric disorders. A PMHNP can often practice autonomously, depending on state licensure laws.

Graduates of Walden’s program will be eligible to take the national certifying examination, PMHNP—Across the Lifespan, through the American Nurses Credentialing Center (ANCC).

Specialization Courses (40 cr.)

- NURS 6501 - Advanced Pathophysiology
- NURS 6521 - Advanced Pharmacology

of Science in Nursing, Master of Science in Nursing with a specialization in Nursing Education, Nursing Informatics, Leadership and Management, Family Nurse Practitioner, Adult-Gerontology Acute Care Nurse Practitioner, Adult-Gerontology Primary Care Nurse Practitioner, and Psychiatric and Mental Health Nurse Practitioner, as well as the Doctor of Nursing Practice (DNP) program. For more information, go to the following website: https://www.doh.wa.gov/LicensesPermitsandCertificates/NursingCommission/NursingEducation/NursingPrograms.
NURS 6512 - Advanced Health Assessment and Diagnostic Reasoning
NURS 6630 - Psychopharmacologic Approaches to Treatment of Psychopathology
NRNP 6635 - Psychopathology and Diagnostic Reasoning
PRAC 6635 - Psychopathology and Diagnostic Reasoning Practicum
NRNP 6645 - Psychotherapy With Multiple Modalities
PRAC 6645 - Psychotherapy With Multiple Modalities Practicum
NRNP 6665 - Psychiatric Mental Health Nurse Practitioner Care Across the Lifespan I
PRAC 6665 - Psychiatric Mental Health Nurse Practitioner Care Across the Lifespan I Practicum
NRNP 6675 - Psychiatric Mental Health Nurse Practitioner Care Across the Lifespan II
PRAC 6675 - Psychiatric Mental Health Nurse Practitioner Care Across the Lifespan II Practicum

Note on Certification

The MSN nurse practitioner specializations are designed to prepare graduates to qualify to sit for national nurse practitioner certification exams, which are required for practice as a nurse practitioner in most states. Because no graduate program can guarantee that graduates will be permitted to practice as a nurse practitioner upon graduation, we encourage students to consult the appropriate Board of Nursing or state agency to determine specific certification exam requirements. Walden enrollment specialists can provide information relating to national certification exams; however, it remains the individual’s responsibility to understand, evaluate, and comply with all requirements relating to national certification exams for the state in which he or she resides, as requirements vary widely. Walden makes no representations or guarantee that completion of Walden coursework or programs will permit an individual to obtain national certification. For more information about nurse practitioner certification exams, students should visit the American Academy of Nurse Practitioners (AANP) at https://www.aanp.org/education/aanp-certification-program, American Nurses Credentialing Center (ANCC) at www.nursingworld.org/our-certifications, or the American Association of Critical Care Nurses (AACN) at APRNcert@aacn.org.

Note on Licensure

The MSN nurse practitioner specializations are designed to prepare graduates with an active registered nurse (RN) license to practice as nurse practitioners. However, each state Board of Nursing has its own academic and certification requirements and issues its own credential for an RN to be permitted to practice as a nurse practitioner in that state. Because no graduate program can guarantee that graduates will be permitted to practice as a nurse practitioner upon graduation, we encourage students to consult the appropriate Board of Nursing or state agency in the state in which he or she resides to determine specific requirements. Additionally, prospective students are advised if they choose to relocate to carefully review, evaluate, and understand the requirements of the applicable licensure board in the state in which they intend to relocate. Walden enrollment specialists can provide guidance relating to the state-by-state requirements for practice as a nurse practitioner; however, it remains the individual’s responsibility to understand, evaluate, and comply with all requirements relating to the practice as a nurse practitioner in the state in which he or she resides, as requirements vary widely. Walden makes no representations or guarantee that completion of Walden coursework or programs will permit an individual to obtain state licensure, authorization, endorsement, or other state credential. For more information about the requirements to practice as a nurse practitioner, students should contact the appropriate Board of Nursing or state agency.

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programs or the graduates may not be eligible to take the national licensure examination required by the Alabama Board of Nursing to enter the practice. www.abn.alabama.gov

**Prospective Washington students:** Walden University is approved by the Washington State Nursing Care Quality Assurance Commission to provide practice experiences in Washington State for a Bachelor’s of Science in Nursing, Master of Science in Nursing with a specialization in Nursing Education, Nursing Informatics, Leadership and Management, Family Nurse Practitioner, Adult-Gerontology Acute Care Nurse Practitioner, Adult-Gerontology Primary Care Nurse Practitioner, and Psychiatric and Mental Health Nurse Practitioner, as well as the Doctor of Nursing Practice (DNP) program. For more information, go to the following website: https://www.doh.wa.gov/LicensesPermitsandCertificates/NursingCommission/NursingEducation/NursingPrograms.

**Note on Field Experience and Relocating**

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**Public Health Nursing - Master of Science in Nursing (MSN)**

Students in the Public Health Nursing specialization are prepared to take a lead role in improving health outcomes for entire populations, particularly those in underserved communities. The focus of the coursework is on skills such as assessing communities and populations; identifying high-risk groups; and developing culturally sensitive, realistic, population-based nursing interventions.

**Specialization Courses (30 cr.)**

- **PUBH 6034 - Environmental Health: Local to Global**
- **NURS 6700 - Epidemiology and Population Health**
- **PUBH 6475 - Program Planning, Implementation, and Evaluation**
- **NURS 6710 - Public Health Nursing Theory and Practice**
- **NURS 6720 - Population-Based Public Health Nursing Interventions**
- **NURS 6730 - Public Health Nursing Leadership**

**Note on Field Experience and Relocating**

Students who are considering relocating are advised to contact their student success advisor prior to any decision to relocate in order to determine how relocation may
impact progress in their program. Advisors can provide information and guidance on how relocating may result in possible changes, restrictions, and/or additional requirements affecting field experience. Each Board of Nursing and Higher Education Authority governs the field experience rules and regulations in their respective states, and students may be unable to complete field experience in the state in which they plan to relocate. While Walden is committed to working collaboratively with students to secure field sites across the United States, it is imperative that students contact their student success advisor immediately when considering relocating.

Post-Master’s Certificate Programs

Post-Master’s Certificate in Adult Gerontology Acute Care Nurse Practitioner

This certificate program prepares nurses with an MSN or a nurse practitioner MSN degree with the specialized information, knowledge, and skills to be eligible to take the national NP certification examination appropriate to the specialty and to obtain NP licensure at the state level.

Certificate Requirements

- 38 total quarter credits
  - Core course (3 cr.)
  - Specialization courses (35 cr., includes the required 640 practicum hours*)

Fast Track (for licensed and certified Family Nurse Practitioners or Adult Gerontology Primary Care Nurse Practitioners)

- 38 quarter credits
  - Core courses (3 cr.)
  - Specialization courses (15 cr., includes the required 500 practicum hours)
  - Prior nursing credit from Family Nurse Practitioner or Adult Gerontology Primary Care Nurse Practitioner program (up to 20 cr.)

Course Sequence

Students undertake courses in the following sequence.

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>NURS 6003 - Transition to Graduate Study for Nursing*</td>
<td>3 cr.</td>
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<tr>
<td></td>
<td>NURS 6501 - Advanced Pathophysiology  ◆</td>
<td>5 cr.</td>
</tr>
<tr>
<td>Quarter</td>
<td>Course</td>
<td>Credits</td>
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<tr>
<td>2</td>
<td>NURS 6512 - Advanced Health Assessment and Diagnostic Reasoning</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>NURS 6521 - Advanced Pharmacology</td>
<td>5 cr.</td>
</tr>
<tr>
<td>3</td>
<td>NRNP 6566 - Advanced Care of Adults in Acute Settings I*</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>PRAC 6566 - Advanced Care of Adults in Acute Settings I Practicum*</td>
<td></td>
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<tr>
<td></td>
<td>(Note: NURS/NUNP/NRNP/PRAC 6566 will replace NURS/NUNP/NRNP/PRAC 6531. AGACNP students will complete 6531 until 6566 is released. Once 6566 is released, it will replace 6531.)</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>NRNP 6540 - Advanced Practice Care of Older Adults*</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>PRAC 6540 - Advanced Practice Care of Older Adults Practicum*</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>NRNP 6550 - Advanced Practice Care of Adults in Acute Care Settings II*</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>PRAC 6550 - Advanced Practice Care of Adults in Acute Care Settings II Practicum*</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>NRNP 6560 - Advanced Care of Adults in Acute Settings III*</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>PRAC 6560 - Advanced Care of Adults in Acute Settings III Practicum*</td>
<td></td>
</tr>
</tbody>
</table>

*Courses must be taken at Walden University.
With the exception of NURS 6003, all didactic courses are 5 quarter credits.
All clinical courses are 3 credits didactic and 2 credits clinical practice.

**Fast Track**

Licensed and certified Family Nurse Practitioners are eligible for the Fast Track and can transfer in up to 20 credits of prior nursing credit from an APRN program; Fast Track students undertake courses in the following sequence.

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>NURS 6003 - Transition to Graduate Study for Nursing*</td>
<td>3 cr.</td>
</tr>
<tr>
<td>Quarter</td>
<td>Course</td>
<td>Credits</td>
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<tr>
<td>---------</td>
<td>---------------------------------------------</td>
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</tr>
<tr>
<td>2</td>
<td>NRNP 6566 - Advanced Care of Adults in Acute Settings I* PRAC 6566 - Advanced Care of Adults in Acute Settings I Practicum* (Note: NURS/NUNP/NRNP/PRAC 6566 will replace NURS/NUNP/NRNP/PRAC 6531. AGACNP students will complete 6531 until 6566 is released. Once 6566 is released, it will replace 6531.)</td>
<td>5 cr. (3 cr. didactic, 2 cr. practicum)</td>
</tr>
<tr>
<td>3</td>
<td>NRNP 6550 - Advanced Practice Care of Adults in Acute Care Settings II PRAC 6550 - Advanced Practice Care of Adults in Acute Care Settings II Practicum</td>
<td>5 cr. (3 cr. didactic, 2 cr. practicum)</td>
</tr>
<tr>
<td>4</td>
<td>NRNP 6560 - Advanced Care of Adults in Acute Settings III* PRAC 6560 - Advanced Care of Adults in Acute Settings III Practicum</td>
<td>5 cr. (3 cr. didactic, 2 cr. practicum)</td>
</tr>
</tbody>
</table>

*Courses must be taken at Walden University.
With the exception of NURS 6003, all didactic courses are 5 quarter credits. All clinical courses are 3 credits didactic and 2 credits clinical practice.

Note on CCNE Accreditation

The Baccalaureate Degree Program in Nursing (BSN), Master's Degree Program in Nursing (MSN), Post-graduate APRN certificate program, and Doctor of Nursing Practice (DNP) program at Walden University are accredited by the Commission on Collegiate Nursing Education (https://www.aacnnursing.org/CCNE). Officially recognized by the U.S. Secretary of Education as a national accreditation agency, the Commission on Collegiate Nursing Education (CCNE) is an autonomous accrediting agency, contributing to the improvement of the public's health. CCNE ensures the quality and integrity of baccalaureate, graduate, and residency programs in nursing.

Note on Licensure, Certification, or Other State Credential Necessary to Practice as a Nurse Practitioner

Most states require graduation from a CCNE-accredited nurse practitioner program to be eligible to apply for certification to practice as an NP. However, the requirements for certification as a nurse practitioner vary from state to state. Each state board that is responsible for regulating the practice of nurse practitioners has its own academic requirements and issues its own certification to practice in that state. While Walden University enrollment specialists can provide general information relating to the state-
by-state educational requirements for certification, it remains the student's responsibility to understand, evaluate, and comply with all requirements relating to field education experiences, licensing or certification, authorization or endorsement for the state in which she or he resides. Walden University makes no representations or guarantee that completion of its coursework or programs will permit an individual to obtain state licensure, certification, authorization, endorsement, or other state credential. Licensure and certification eligibility determinations are ultimately determined by the appropriate state board that issues the credential to practice.

Prospective students enrolling in licensure/certification-leading programs are advised that relocation to another state may impact the student's ability to complete field experiences and/or to obtain professional licensure, certification or other credential in another state. Prospective students are advised to carefully review, evaluate and understand the requirements of the applicable board of nursing or agency that has jurisdiction over Registered Nurses (RNs) and Advance Practice Registered Nurses (APRNs) in the state in which they intend to relocate.

**Note on Field Experience and Relocating**

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**Post-Master's Certificate in Adult Gerontology Primary Care Nurse Practitioner**

This certificate program prepares nurses with an MSN or a nurse practitioner MSN degree with the specialized information, knowledge, and skills to be eligible to take the national NP certification examination appropriate to the specialty and to obtain NP licensure at the state level.

**Certificate Requirements**

- 38 total quarter credits
  - Core course (3 cr.)
  - Specialization courses (35 cr., includes the required 640 practicum hours*)
Fast Track (for students with appropriate APRN licensure and certification)

38 total quarter credits
Core course (3 cr.)
Specialization courses (15 cr., includes the required 500 practicum hours*)
Prior nursing credit from certain approved APRN licensure and certification (up to 23 cr.)

Course Sequence

Students undertake courses in the following sequence.

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>NURS 6003 - Transition to Graduate Study for Nursing*</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>NURS 6501 - Advanced Pathophysiology</td>
<td>5 cr.</td>
</tr>
<tr>
<td>2</td>
<td>NURS 6512 - Advanced Health Assessment and Diagnostic Reasoning</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>NURS 6521 - Advanced Pharmacology</td>
<td>5 cr.</td>
</tr>
<tr>
<td>3</td>
<td>NRNP 6531 - Primary Care of Adults Across the Lifespan*</td>
<td>5 cr. (3 cr. didactic, 2 cr. practicum)</td>
</tr>
<tr>
<td></td>
<td>PRAC 6531 - Primary Care of Adults Across the Lifespan Practicum*</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>NRNP 6540 - Advanced Practice Care of Older Adults*</td>
<td>5 cr. (3 cr. didactic, 2 cr. practicum)</td>
</tr>
<tr>
<td></td>
<td>PRAC 6540 - Advanced Practice Care of Older Adults Practicum*</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>NRNP 6552 - Advanced Nurse Practice in Reproductive Health Care*</td>
<td>5 cr. (3 cr. didactic, 2 cr. practicum)</td>
</tr>
<tr>
<td></td>
<td>PRAC 6552 - Advanced Nurse Practice in Reproductive Health Care Practicum*</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>NRNP 6565 - Synthesis in Advanced Nursing Practice of Patients in Primary Care Settings*</td>
<td>5 cr. (3 cr. didactic, 2 cr. practicum)</td>
</tr>
<tr>
<td></td>
<td>PRAC 6565 - Synthesis in Advanced Nursing Practice of Patients in Primary Care Settings Practicum*</td>
<td></td>
</tr>
</tbody>
</table>
*Courses must be taken at Walden University. With the exception of NURS 6003, all didactic courses are 5 quarter credits. All clinical courses are 3 credits didactic and 2 credits clinical practice.

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The Baccalaureate Degree Program in Nursing (BSN), Master's Degree Program in Nursing (MSN), Post-graduate APRN certificate program, and Doctor of Nursing Practice (DNP) program at Walden University are accredited by the Commission on Collegiate Nursing Education (https://www.aacnnursing.org/CCNE). Officially recognized by the U.S. Secretary of Education as a national accreditation agency, the Commission on Collegiate Nursing Education (CCNE) is an autonomous accrediting agency, contributing to the improvement of the public’s health. CCNE ensures the quality and integrity of baccalaureate, graduate, and residency programs in nursing.

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Most states require graduation from a CCNE-accredited nurse practitioner program to be eligible to apply for certification to practice as an NP. However, the requirements for certification as a nurse practitioner vary from state to state. Each state board that is responsible for regulating the practice of nurse practitioners has its own academic requirements and issues its own certification to practice in that state. While Walden University enrollment specialists can provide general information relating to the state-by-state educational requirements for certification, it remains the student’s responsibility to understand, evaluate, and comply with all requirements relating to field education experiences, licensing or certification, authorization or endorsement for the state in which she or he resides. Walden University makes no representations or guarantee that completion of its coursework or programs will permit an individual to obtain state licensure, certification, authorization, endorsement, or other state credential. Licensure and certification eligibility determinations are ultimately determined by the appropriate state board that issues the credential to practice.

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Post-Master's Certificate in Family Nurse Practitioner

This certificate program prepares nurses with an MSN or a nurse practitioner MSN degree with the specialized information, knowledge, and skills to be eligible to take the national NP certification examination appropriate to the specialty and to obtain NP licensure at the state level.

Certificate Requirements

| 38 total quarter credits |
| Core course (3 cr.) |
| Specialization courses (35 cr., includes the required 640 practicum hours*) |

Fast Track (for students with appropriate APRN licensure and certification)

| 38 total quarter credits |
| Core course (3 cr.) |
| Specialization courses (15 cr., includes the required 500 practicum hours*) |
| Prior nursing credit from certain approved APRN licensure and certification (up to 20 cr.) |

Course Sequence

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<td></td>
<td>NURS 6501 - Advanced Pathophysiology</td>
<td>5 cr.</td>
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<td>2</td>
<td>NURS 6521 - Advanced Pharmacology</td>
<td>5 cr.</td>
</tr>
<tr>
<td>Quarter</td>
<td>Course</td>
<td>Credits</td>
</tr>
<tr>
<td>---------</td>
<td>------------------------------------------------------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>3</td>
<td>NURS 6512 - Advanced Health Assessment and Diagnostic Reasoning</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>NRNP 6531 - Primary Care of Adults Across the Lifespan*</td>
<td>5 cr. (3 cr. didactic,</td>
</tr>
<tr>
<td></td>
<td>PRAC 6531 - Primary Care of Adults Across the Lifespan Practicum*</td>
<td>2 cr. practicum)</td>
</tr>
<tr>
<td>4</td>
<td>NRNP 6541 - Primary Care of Adolescents and Children*</td>
<td>5 cr. (3 cr. didactic,</td>
</tr>
<tr>
<td></td>
<td>PRAC 6541 - Primary Care of Adolescents and Children Practicum*</td>
<td>2 cr. practicum)</td>
</tr>
<tr>
<td>5</td>
<td>NRNP 6552 - Advanced Nurse Practice in Reproductive Health Care*</td>
<td>5 cr. (3 cr. didactic,</td>
</tr>
<tr>
<td></td>
<td>PRAC 6552 - Advanced Nurse Practice in Reproductive Health Care Practicum*</td>
<td>2 cr. practicum)</td>
</tr>
<tr>
<td></td>
<td>OR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NRNP 6553 - Advanced Nurse Practice in Obstetric Health Care*</td>
<td>5 cr. (3 cr. didactic,</td>
</tr>
<tr>
<td></td>
<td>PRAC 6553 - Advanced Nurse Practice in Obstetric Health Care Practicum*</td>
<td>2 cr. practicum)</td>
</tr>
<tr>
<td></td>
<td>Note: NRNP/PRAC 6553 is required for Walden MSN-AGPC Alumni. All other students are required to take NRNP/PRAC 6552.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>NRNP 6568 - Synthesis in Advanced Nursing Practice of Patients in Family Care Settings*</td>
<td>5 cr. (3 cr. didactic,</td>
</tr>
<tr>
<td></td>
<td>PRAC 6568 - Synthesis in Advanced Nursing Practice of Patients in Family Care Settings Practicum*</td>
<td>2 cr. practicum)</td>
</tr>
</tbody>
</table>

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**Post-Master's Certificate in Nurse Executive**

This certificate program prepares nurses for leadership positions in complex healthcare systems. Students who complete this certificate program are ready to make a difference in organizations by addressing pressing issues such as workforce development, resources, integration of technology, and the maintenance and improvement of quality care.

**Certificate Requirements**

28 total quarter credits  
Foundation course (3 cr.)  
Specialization courses (25 cr.)  
Optional practicum (5 cr.)

**Course Sequence**

The recommended course sequence is as follows:

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>NURS 6002 - Transition to Graduate Study for Nursing OR NURS 6003 - Transition to Graduate Study for Nursing</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>NURS 6201 - Leadership in Nursing and Healthcare</td>
<td>5 cr.</td>
</tr>
<tr>
<td>2</td>
<td>NURS 6211 - Finance and Economics in Healthcare Delivery</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>NURS 6221 - Managing Human Resources</td>
<td>5 cr.</td>
</tr>
<tr>
<td>3+</td>
<td>NURS 6231 - Healthcare Systems and Quality Outcomes</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>NURS 6241 - Strategic Planning in Healthcare Organizations</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>NURS 6600 - Capstone Synthesis Practicum Optional</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td><em>(3 didactic; 2 practicum)</em></td>
<td></td>
</tr>
</tbody>
</table>
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Post-Master's Certificate in Nursing Education

This certificate program prepares nurses for faculty positions in all types of undergraduate nursing programs as well as for educator roles in diverse practice settings. Students who complete this certificate program have the knowledge to develop, plan, implement, and evaluate educational programs for nursing students and other individuals and groups needing health-related education.

Certificate Requirements

- 23 total quarter credits
  - Foundation course (3 cr.)
  - Specialization courses (20 cr.)

Course Sequence

The recommended course sequence is as follows:

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>NURS 6002 - Transition to Graduate Study for Nursing or NURS 6003</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>- Transition to Graduate Study for Nursing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NURS 6370 - Foundational Skills for Nurse Educators in Academic and</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>Healthcare Environments</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>NURS 6321 - Curriculum Development, Assessment, and Evaluation</td>
<td>5 cr.</td>
</tr>
</tbody>
</table>
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**Post-Master's Certificate in Nursing Informatics**

This certificate program, which blends nursing science with computer and information science, prepares nurses to more effectively utilize information technology to enhance the quality of patient care. Coursework focuses on such key areas as information systems, database concepts, and effective project management. Students who complete this certificate program have the knowledge to integrate data, information, and knowledge to support decision-making processes that affect patients and providers.

**Certificate Requirements**

- 28 total quarter credits
  - Foundation course (3 cr.)
  - Specialization courses (25 cr.)
  - Optional additional practicum (5 cr.)

**Course Sequence**

The recommended course sequence is as follows:
<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>NURS 6002 - Transition to Graduate Study for Nursing OR NURS 6003 - Transition to Graduate Study for Nursing</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>NURS 6401 - Informatics in Nursing and Healthcare</td>
<td>5 cr.</td>
</tr>
<tr>
<td>2</td>
<td>NURS 6411 - Information and Knowledge Management</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>NURS 6421 - Supporting Workflow in Healthcare Systems</td>
<td>5 cr.</td>
</tr>
<tr>
<td>3</td>
<td>NURS 6451 - Evaluation Methods for Health Information Technology</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>NURS 6441 - Project Management: Healthcare Information Technology</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>NURS 6461 - Capstone Synthesis Practicum (optional)</td>
<td>5 cr. (2 didactic; 3 practicum)</td>
</tr>
</tbody>
</table>

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**Post-Master's Certificate in Pediatric Nurse Practitioner Primary Care**

This certificate program prepares nurses with an MSN or a nurse practitioner MSN degree with the specialized information, knowledge, and skills to be eligible to take the national NP certification examination appropriate to the specialty and to obtain NP licensure at the state level.
Certificate Requirements

43 total quarter credits with 640 clinical hours

Foundation course (3 cr.)

Specialization courses (40 cr., includes the required 640 practicum hours*)

Course Sequence

Students undertake courses in the following sequence.

<table>
<thead>
<tr>
<th>Quarter</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>NURS 6003 - Transition to Graduate Study for Nursing</td>
<td>3 cr.</td>
</tr>
<tr>
<td>2</td>
<td>NURS 6501 - Advanced Pathophysiology</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>NURS 6512 - Advanced Health Assessment and Diagnostic Reasoning</td>
<td>5 cr.</td>
</tr>
<tr>
<td>3</td>
<td>NURS 6521 - Advanced Pharmacology</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>NURS 6800 - Advanced Pediatric Development and Behavior</td>
<td>5 cr.</td>
</tr>
<tr>
<td>4</td>
<td>NRNP 6810 - Primary Care Approaches for Children*</td>
<td>5 cr. (3 cr. didactic, 2 cr. practicum)</td>
</tr>
<tr>
<td></td>
<td>PRAC 6810 - Advanced Pediatric Nursing Practicum I: Primary Care*</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>NRNP 6820 - Management of Complex Pediatric Conditions*</td>
<td>5 cr. (3 cr. didactic, 2 cr. practicum)</td>
</tr>
<tr>
<td></td>
<td>PRAC 6820 - Advanced Pediatric Nursing Practicum II: Complex Care*</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>NRNP 6830 - Management of Specialized Populations*</td>
<td>5 cr. (3 cr. didactic, 2 cr. practicum)</td>
</tr>
<tr>
<td></td>
<td>PRAC 6830 - Advanced Pediatric Nursing Practicum III: Specialty Care*</td>
<td></td>
</tr>
<tr>
<td>Quarter</td>
<td>Course</td>
<td>Credits</td>
</tr>
<tr>
<td>---------</td>
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</tr>
<tr>
<td>7</td>
<td>NRNP 6840 - Synthesis of Pediatric Primary Care*</td>
<td>5 cr. (3 cr. didactic, 2 cr. practicum)</td>
</tr>
<tr>
<td></td>
<td>PRAC 6840 - Advanced Pediatric Nursing Practicum IV: Synthesis Care*</td>
<td></td>
</tr>
</tbody>
</table>

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*Post-Master's Certificate in Psychiatric Mental Health Nurse Practitioner*

This certificate program prepares nurses with an MSN or a nurse practitioner MSN degree with the specialized information, knowledge, and skills to be eligible to take the national NP certification examination appropriate to the specialty and to obtain NP licensure at the state level.

Certificate Requirements

- 43 total quarter credits with 640 clinical hours
  - Foundation course (3 cr.)
  - Specialization courses (40 cr.)

Course Sequence

Students undertake courses in the following sequence.

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<td>5 cr.</td>
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<tr>
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<td>---------</td>
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</tr>
<tr>
<td>3</td>
<td>NURS 6512 - Advanced Health Assessment and Diagnostic Reasoning*</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>NURS 6521 - Advanced Pharmacology*</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>NURS 6630 - Psychopharmacologic Approaches to Treatment of Psychopathology</td>
<td>5 cr.</td>
</tr>
<tr>
<td>4</td>
<td>NRNP 6635 - Psychopathology and Diagnostic Reasoning*</td>
<td>5 cr. (3 cr. didactic, 2 cr. practicum)</td>
</tr>
<tr>
<td></td>
<td>PRAC 6635 - Psychopathology and Diagnostic Reasoning Practicum*</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>NRNP 6645 - Psychotherapy With Multiple Modalities*</td>
<td>5 cr. (3 cr. didactic, 2 cr. practicum)</td>
</tr>
<tr>
<td></td>
<td>PRAC 6645 - Psychotherapy With Multiple Modalities Practicum*</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>NRNP 6665 - Psychiatric Mental Health Nurse Practitioner Care Across the Lifespan I*</td>
<td>5 cr. (3 cr. didactic, 2 cr. practicum)</td>
</tr>
<tr>
<td></td>
<td>PRAC 6665 - Psychiatric Mental Health Nurse Practitioner Care Across the Lifespan I Practicum*</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>NRNP 6675 - Psychiatric Mental Health Nurse Practitioner Care Across the Lifespan II*</td>
<td>5 cr. (3 cr. didactic, 2 cr. practicum)</td>
</tr>
<tr>
<td></td>
<td>PRAC 6675 - Psychiatric Mental Health Nurse Practitioner Care Across the Lifespan II Practicum*</td>
<td></td>
</tr>
</tbody>
</table>

*Courses must be taken at Walden University.

With the exception of NURS 6003, all didactic courses are 5 quarter credits. All clinical courses are 3 credits didactic and 2 credits clinical practice.

Note on CCNE Accreditation

The Baccalaureate Degree Program in Nursing (BSN), Master's Degree Program in Nursing (MSN), Post-graduate APRN certificate program, and Doctor of Nursing Practice (DNP) program at Walden University are accredited by the Commission on Collegiate Nursing Education (https://www.aacnnursing.org/CCNE). Officially recognized by the U.S. Secretary of Education as a national accreditation agency, the Commission on Collegiate Nursing Education (CCNE) is an autonomous accrediting agency, contributing to the improvement of the public's health. CCNE ensures the quality and integrity of baccalaureate, graduate, and residency programs in nursing.
Note on Licensure, Certification, or Other State Credential Necessary to Practice as a Nurse Practitioner

Most states require graduation from a CCNE-accredited nurse practitioner program to be eligible to apply for certification to practice as an NP. However, the requirements for certification as a nurse practitioner vary from state to state. Each state board that is responsible for regulating the practice of nurse practitioners has its own academic requirements and issues its own certification to practice in that state. While Walden University enrollment specialists can provide general information relating to the state-by-state educational requirements for certification, it remains the student's responsibility to understand, evaluate, and comply with all requirements relating to field education experiences, licensing or certification, authorization or endorsement for the state in which she or he resides. Walden University makes no representations or guarantee that completion of its coursework or programs will permit an individual to obtain state licensure, certification, authorization, endorsement, or other state credential. Licensure and certification eligibility determinations are ultimately determined by the appropriate state board that issues the credential to practice.

Prospective students enrolling in licensure/certification-leading programs are advised that relocation to another state may impact the student’s ability to complete field experiences and/or to obtain professional licensure, certification or other credential in another state. Prospective students are advised to carefully review, evaluate and understand the requirements of the applicable board of nursing or agency that has jurisdiction over Registered Nurses (RNs) and Advance Practice Registered Nurses (APRNs) in the state in which they intend to relocate.

Note on Field Experience and Relocating

Students who are considering relocating are advised to contact their student success advisor prior to any decision to relocate in order to determine how relocation may impact progress in their program. Advisors can provide information and guidance on how relocating may result in possible changes, restrictions, and/or additional requirements affecting field experience. Each Board of Nursing and Higher Education Authority governs the field experience rules and regulations in their respective states, and students may be unable to complete field experience in the state in which they plan to relocate. While Walden is committed to working collaboratively with students to secure field sites across the United States, it is imperative that students contact their student success advisor immediately when considering relocating.

Doctoral Degree Programs
Doctor of Nursing Practice (DNP)

The Doctor of Nursing Practice (DNP) program builds on the student's knowledge and expertise to strengthen advanced nursing practice, augment healthcare delivery, and improve patient outcomes. The program's coursework covers a range of topics, including healthcare policy and advocacy, quality improvement, evidence-based practice, information systems/technology, advanced nursing practice, and organizational and systems leadership.

Learning Outcomes

At the end of this program, students will be able to:

- Translate research findings to direct evidence-based nursing practice.
- Develop organizational system changes for quality improvement in healthcare delivery in response to local and/or global community needs.
- Apply optimal utilization of healthcare information technology across healthcare settings.
- Advocate for the advancement of nursing and healthcare policy through sharing of science-based knowledge with healthcare policy makers.
- Demonstrate leadership to facilitate collaborative teams for improving patient and populations health outcomes.
- Utilize advanced nursing practice knowledge to implement methodologies to improve population health outcomes.
- Establish a foundation for lifelong learning for continual elevation of contributions to the field of nursing through active involvement in professional organizations and/or other professional bodies.

Specializations

Changing specializations may increase a student's expected time-to-degree completion and cost.

- Traditional (see below)
  - Adult Gerontology Acute Care Nurse Practitioner
  - Adult Gerontology Primary Care Nurse Practitioner
  - Executive Leadership
  - Family Nurse Practitioner
  - Pediatric Nurse Practitioner Primary Care
  - Psychiatric Mental Health Nurse Practitioner

Minimum Degree Requirements
The Doctor of Nursing Practice offers several specializations, many of which have two entry options: BSN-DNP and MSN-DNP. See specialization pages for details on minimum required credits by specialization and track.

Foundation course (5 cr.)
Core courses (40 cr.)
Field experience (up to 8 cr., for students with fewer than 600 documented clinical hours)
Completion of DNP project
  DNP Project Mentoring course (0 cr.; starting after completion of NURS 8302, taken as companion course throughout the program of study until project completed)
  DNP Project Completion course (if needed to complete DNP Project after all other coursework has been completed; 3 cr. per term, taken continuously until completion of the DNP project)
Optional: Complete a DNP Intensive retreat (DRWI 8505) in Term 1 (NURS 8110) or later

Curriculum

The DNP program offers several specializations with two admission entry options for registered nurses:

  BSN-DNP entry: This option is for students with a Bachelor of Science in Nursing (BSN) degree.
  MSN-DNP entry: This option is for students with a Master of Science in Nursing (MSN) degree.

Foundational and Core Curricula

Foundation Course (5 cr.)

  NURS 8002 - Foundations and Essentials for the Doctor of Nursing Practice or NURS 8006 - Foundations and Essentials for the Doctor of Nursing Practice

BSN-DNP Entry Only: Essential Courses (10 cr.)

  DNRS 6052 - Essentials of Evidence Based Practice
  DNRS 6211 - Finance and Economics in Healthcare Delivery

Core Courses (40 cr.)

  NURS 8114 - Theoretical and Scientific Foundations of Nursing
  NURS 8201 - Research for Evidence Based Practice
NURS 8302 - Leading Organizations for Quality Improvement Initiatives
NURS 8502 - Evidence Based Practice I
NURS 8503 - Evidence Based Practice II
NURS 8210 - Transforming Nursing and Healthcare Through Technology
NURS 8310 - Epidemiology and Population Health
NURS 8100 - Healthcare Policy and Advocacy

Field Experience (up to 8 cr.)

Students with fewer than 600 documented clinical hours take up to 8 credits of field experience (see Determining Clinical Hours for Admissions section).

NURS 8601 - DNP Field Experience

Course Sequence

The DNP traditional program course sequence is as follows.

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>NURS 8002 - Foundations and Essentials for the Doctor of Nursing Practice</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>NURS 8114 - Theoretical and Scientific Foundations of Nursing</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>Optional: Complete a DNP Intensive retreat (DRWI 8505) in Term 1 (NURS 8114) or later.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>NURS 8201 - Research for Evidence Based Practice</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>NURS 8601 - DNP Field Experience (1 quarter credit hour = 80 clinical clock hours)</td>
<td>0–8 cr.</td>
</tr>
<tr>
<td></td>
<td>NURS 8302 - Leading Organizations for Quality Improvement Initiatives (4 didactic, 1 practicum = 80 hrs)</td>
<td>5 cr.</td>
</tr>
<tr>
<td>3</td>
<td>NURS 8210 - Transforming Nursing and Healthcare Through Technology</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>NURS 8502 - Evidence Based Practice I (3 didactic, 2 cl. cr.) = 160 clinical hours</td>
<td>5 cr.</td>
</tr>
<tr>
<td>Quarter</td>
<td>Course</td>
<td>Credits</td>
</tr>
<tr>
<td>---------</td>
<td>------------------------------------------------------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>4</td>
<td>NURS 8310 - Epidemiology and Population Health</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>NURS 8503 - Evidence Based Practice II (3 didactic, 2 cl. cr.) = 160 clinical hours</td>
<td>5 cr.</td>
</tr>
<tr>
<td>5</td>
<td>NURS 8100 - Healthcare Policy and Advocacy</td>
<td>5 cr.</td>
</tr>
<tr>
<td>3–6+</td>
<td>NURS 8702 - DNP Project Mentoring</td>
<td>0 cr.</td>
</tr>
<tr>
<td></td>
<td>NURS 8703 - DNP Project Completion* (if needed to complete DNP Project after all other coursework has been completed)</td>
<td>3 cr. per term, taken continuously until completion of the DNP project</td>
</tr>
</tbody>
</table>

*Note: In general, students are continuously registered in the doctoral project course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation/doctoral study course shell.

**Determining Clinical Hours for Admissions**

To determine how many clinical hours students have upon entering the program, students must submit a letter from their previous master's in nursing program. It must be sent from the program director, associate dean, or dean of their previous institution.

The letter must include all of the following items:

- Date
- Student's full name
- University name, department, school
- Name and title of authority sending the letter (must be the program director or above), and contact information for follow-up if necessary
- Program director, associate dean, or dean's signature
- University letterhead
- Date and title of degree earned
- Specialization earned
- Total number of preceptor verified field experience hours

The signed letter will be submitted as an element. Admissions will determine how many documented clinical hours students have completed prior to DNP entry and how many
they will be required to complete in the DNP program (NURS 8601 - DNP Field Experience).

Doctoral Writing Assessment

Students who start or readmit to doctoral programs at Walden University in the university catalog for academic year 2017 or later will complete the university's required doctoral writing assessment. Designed to evaluate incoming doctoral students' writing skills, this assessment aims to help prepare incoming doctoral students to meet the university's expectations for writing at the doctoral level.

8-Year Maximum Time Frame

In general, students are continuously registered in the dissertation/doctoral study course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation/doctoral study course shell.

Students have up to 8 years to complete their doctoral degree requirements (see Enrollment Requirements in the student handbook). Students may petition to extend the 8-year maximum time frame, but an extension is not guaranteed.

Accreditation

The Baccalaureate Degree Program in Nursing (BSN), Master’s Degree Program in Nursing (MSN), and Doctor of Nursing Practice (DNP) program at Walden University are accredited by the Commission on Collegiate Nursing Education (https://www.aacnnursing.org/CCNE). Officially recognized by the U.S. Secretary of Education as a national accreditation agency, the Commission on Collegiate Nursing Education (CCNE) is an autonomous accrediting agency, contributing to the improvement of the public’s health. CCNE ensures the quality and integrity of baccalaureate, graduate, and residency programs in nursing. For students, accreditation signifies program innovation and continuous self-assessment.

Note on Licensure

The Doctor of Nursing Practice (core program) and the DNP Executive Leadership specialization are not licensure programs and will not prepare students as nurse practitioners.

Walden's DNP nurse practitioner specializations are designed to academically prepare graduates with an active registered nurse (RN) license to practice in the United States as nurse practitioners. However, each state has its own academic preparation and authority to practice requirements and issues its own license for an RN to be permitted to practice as a nurse practitioner in that state. Learn more about professional licensure.
No graduate program can guarantee that graduates will obtain licensure to practice as a nurse practitioner. We encourage students to consult the appropriate board of nursing or regulatory authority in the states or jurisdictions in which they reside or intend to seek licensure to determine specific requirements. Walden Enrollment Specialists can provide information relating to licensure; however, it remains the individual's responsibility to understand, evaluate, and comply with all requirements relating to licensure for the state in which they intend to practice, as requirements vary widely.

Note on Certification

Walden's DNP NP specializations are designed to academically prepare graduates to apply for national certification. Walden makes no representations or guarantees that completion of Walden coursework or programs will permit an individual to achieve national certification. We encourage students to consult an appropriate certifying body for the specific certification eligibility requirements. Students should also consult their state board of nursing or other state agency to determine what certifications are required or accepted in that state. It is an individual's responsibility to understand, evaluate, and comply with all requirements relating to national certification, as requirements vary widely. For more information about nurse practitioner certification exams, students should visit the American Academy of Nurse Practitioners Certification Board at www.aanpcert.org, the American Nurses Credentialing Center at www.nursingworld.org/ancc, or other nurse practitioner certification websites.

Note on Field Experience and Relocating

Students who are considering relocating are advised to contact their student success advisor prior to any decision to relocate in order to determine how relocation may impact progress in their program. Advisors can provide information and guidance on how relocating may result in possible changes, restrictions, and/or additional requirements affecting field experience. Each Board of Nursing and Higher Education Authority governs the field experience rules and regulations in their respective states, and students may be unable to complete field experience in the state in which they plan to relocate. While Walden is committed to working collaboratively with students to secure field sites across the United States, it is imperative that students contact their student success advisor immediately when considering relocating.

Note

Prospective Washington students: Walden University is approved by the Washington State Nursing Care Quality Assurance Commission to provide practice experiences in Washington State for a Bachelor's of Science in Nursing; Master of Science in Nursing with a specialization in Nursing Education, Nursing Informatics, Leadership and
Management, Family Nurse Practitioner, Adult-Gerontology Acute Care Nurse Practitioner, Adult-Gerontology Primary Care Nurse Practitioner, and Psychiatric and Mental Health Nurse Practitioner; as well as the Doctor of Nursing Practice (DNP) program. For more information, go to the following website: https://www.doh.wa.gov/LicensesPermitsandCertificates/NursingCommission/NursingEducation/NursingPrograms.

**PhD in Nursing**

The PhD in Nursing program prepares nursing professionals for advanced careers in nursing research, practice, and education. With a focus on readying students to contribute to nursing science, advance knowledge in nursing practice, and improve healthcare services, practices, and policies, course topics include: advanced quantitative, qualitative, and mixed-methods research design; quality improvement systems and leadership; and theoretical and scientific perspectives in nursing. The doctoral dissertation enables students to conduct and publish original research that contributes to the body of knowledge in their chosen specialty. Based on their educational and career goals, students will choose from among five focus areas: Education, Healthcare Administration, Interdisciplinary Health, Leadership, and Public Health Policy. Students wishing to continue their studies may also pursue a second, optional focus area.

**Learning Outcomes**

Graduates of this program will be prepared to:

- Utilize current research and theory to develop prevention and intervention strategies that advance the knowledge and practice of nursing.
- Demonstrate advanced competency in research design and methodology to address social problems and needs.
- Engage in scientific inquiry that advances the knowledge base of research and practice in the profession.
- Evaluate the role of research and scholarship in the field of nursing in relation to its role in improving health interventions and advancing the development of related theory.
- Synthesize nursing's philosophical and/or theoretical underpinnings in the practice of research.
- Contribute to the science of nursing through social change and social policy initiatives.
- Apply ethical decision making and values to the profession.
- Advocate for policies and programs that improve health outcomes among culturally diverse populations.
Lead professional communication that supports the discipline and practice of nursing.
Demonstrate the ability to act as a role model and mentor to others who wish to pursue the profession (stewardship).

Focus Areas

Bridge Option for Students With a DNP - PhD in Nursing
Healthcare Administration
Interdisciplinary Health Focus
Leadership
Nursing Education
Population Health

Minimum Degree Requirements

The PhD in Nursing offers two entry options: BSN-PhD and MSN-PhD. See specialization pages for details on minimum required credits by specialization and entry option.

Foundation course (1 cr.)
Core courses (25 cr. or 50 cr., depending upon BSN-PhD or MSN-PhD entry)
Research courses (20 cr.)
Doctoral Seminar (5 quarter cr.)
Focus area courses (15 cr.)
Completion of the Doctoral Capstone
  Dissertation (minimum 15 quarter cr., taken continuously until completion of the dissertation)
  Doctoral Writing Assessment (0 cr.)
  Four PhD residencies

Core Curriculum

BSN-PhD entry: This entry option is for registered nurses (RN) who have earned their bachelor's in nursing degree.

MSN-PhD entry: This entry option is for registered nurses (RN) who have earned their master's in nursing degree.

Foundation Course (1 cr.)

NURS 8003 - Foundations and Essentials in Nursing
Core Courses (25 cr. or 50 cr.)

BSN-PhD entry students take 50 credits of core courses. MSN-PhD entry students take 25 credits of core courses. See each focus area for course information.

Research Courses (20 cr.)

Foundation Research Courses (15 cr.)

- RSCH 8110 - Research Theory, Design, and Methods
- RSCH 8210 - Quantitative Reasoning and Analysis
- RSCH 8310 - Qualitative Reasoning and Analysis

Advanced Research Course (5 cr.)

- RSCH 8260 - Advanced Quantitative Reasoning and Analysis
  OR
- RSCH 8360 - Advanced Qualitative Reasoning and Analysis
  OR
- RSCH 8460 - Advanced Mixed-Methods Reasoning and Analysis

Doctoral Seminar (5 cr.)

- NURS 8710 - Doctoral Seminar I
- NURS 8720 - Doctoral Seminar II
- NURS 8730 - Doctoral Seminar III
- NURS 8740 - Doctoral Seminar IV
- NURS 8750 - Doctoral Seminar V

Focus Area Courses (15 cr.)

See each focus area for course information.

Completion of the Doctoral Capstone

- NURS 9000 - Dissertation
  Students take this course for a minimum of three quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval. To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

Residency Requirements
Complete Residency 1 as soon as you begin your program; required in order to advance into RSCH 8101N.

Complete Residency 2 prior to entering NURS 8551.

Complete Residency 3 once you have a draft prospectus.

Complete Residency 4 after your prospectus is approved and you are enrolled in EDUC 9000 or EDPD 8990, complete residency 4 during your third year or beyond as:

- Residency 4 General (RESI 8404) OR
- Residency 4 Proposal Writing (RESI 8404Q) OR
- Residency 4 Methods & Data Collection: Qualitative (RESI 8404R) OR
- Residency 4 Methods & Data Collection: Quantitative (RESI 8404S) OR
- Residency 4 Publishing & Presenting (RESI 8404T) OR
- a dissertation intensive (DRWI 8500). Contact Student Success Advising to register.

Optional: Complete a PhD dissertation intensive retreat (DRWI 8500) during your dissertation. Contact Student Success Advising to register.

Doctoral Writing Assessment

Students who start or readmit to doctoral programs at Walden University in the university catalog for academic year 2017 or later will complete the university’s required doctoral writing assessment. Designed to evaluate incoming doctoral students’ writing skills, this assessment aims to help prepare incoming doctoral students to meet the university’s expectations for writing at the doctoral level.

8-Year Maximum Time Frame

Students have up to 8 years to complete their doctoral degree requirements (see Enrollment Requirements). Students may petition to extend the 8-year maximum time frame, but an extension is not guaranteed.

Specializations (Doctoral)

**Adult-Gerontology Acute Care Nurse Practitioner - Doctor of Nursing Practice (DNP)**

In the Adult-Gerontology Acute Care Nurse Practitioner specialization, students build their core competencies to become nurse practitioners while acquiring the advanced practice skills essential to high-acuity healthcare settings such as hospital emergency rooms, intensive care units, trauma centers, and specialty practices. Coursework prepares students for the challenges of managing the care of acutely or chronically ill adolescents (13+), young adults, adults, and older adults across the entire patient care...
experience, from initial assessment and diagnosis to developing a treatment and care plan. Graduates of this program will also be prepared to apply research and evidence-based practice to support quality improvement initiatives.

Minimum Completion Requirements

BSN-DNP entry: 90 quarter credits. MSN-DNP entry: 80 quarter credits

- Doctoral Writing Assessment (0 cr.)
- Foundation course (5 cr.)
  - BSN-DNP entry only: Essential courses (10 cr.)
    - DNRS 6052 - Essentials of Evidence-Based Practice
    - DNRS 6211 - Finance and Economics in Healthcare Delivery
- Core courses (40 cr.)
- Specialization courses (35 cr., includes the required 640 practicum hours*)
- Completion of DNP Project
- Doctoral Mentoring (0 cr.)
- Doctoral DNP Project Completion (if needed to complete DNP Project after all other coursework has been completed; 3 cr. per term, taken continuously until completion of the DNP Project)

Note: Students who enter the program with certain approved APRN licensure and certification will receive prior nursing credit and will be required to complete at least 500 practicum hours*.

Specialization Courses (35 cr.)

- DNRS 6501 - Advanced Pathophysiology
- DNRS 6521 - Advanced Pharmacology
- DNRS 6512 - Advanced Health Assessment and Diagnostic Reasoning
- DRNP 6540 - Advanced Practice Care of Older Adults
- PRCM 6540 - Advanced Practice Care of Older Adults Practicum
- DRNP 6566 - Advanced Practice Care of Adults in Acute Settings I Practicum
- PRCM 6566 - Advanced Practice Care of Adults in Acute Settings I Practicum
- DRNP 6550 - Advanced Practice Care of Adults in Acute Care Settings II
- PRCM 6550 - Advanced Practice Care of Adults in Acute Care Settings II Practicum
- DRNP 6560 - Advanced Practice Care of Adults in Acute Settings III
- PRCM 6560 - Advanced Practice Care of Adults in Acute Settings III Practicum

Course Sequences

BSN-DNP Entry Course Sequence
The BSN-DNP entry course sequence is as follows.

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>NURS 8002 - Foundations and Essentials for the Doctor of Nursing Practice</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>DNRS 6052 - Essentials of Evidence Based Practice</td>
<td>5 cr.</td>
</tr>
<tr>
<td>2</td>
<td>DNRS 6211 - Finance and Economics in Healthcare Delivery</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>NURS 8114 - Theoretical and Scientific Foundations of Nursing</td>
<td>5 cr.</td>
</tr>
<tr>
<td>3</td>
<td>NURS 8201 - Research for Evidence Based Practice</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>NURS 8302 - Leading Organizations for Quality Improvement Initiatives (4 didactic, 1 practicum = 80 hrs)</td>
<td>5 cr.</td>
</tr>
<tr>
<td>4</td>
<td>NURS 8702 - DNP Project Mentoring (taken as companion course throughout the program of study until project completed)</td>
<td>0 cr.</td>
</tr>
<tr>
<td></td>
<td>NURS 8210 - Transforming Nursing and Healthcare Through Technology ♦</td>
<td>5 cr.</td>
</tr>
<tr>
<td>5</td>
<td>NURS 8502 - Evidence Based Practice I (3 didactic, 2 cl. cr.) = 160 clinical hours</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>DNRS 6501 - Advanced Pathophysiology ♦</td>
<td>5 cr.</td>
</tr>
<tr>
<td>6</td>
<td>DNRS 6521 - Advanced Pharmacology ♦</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>DNRS 6512 - Advanced Health Assessment and Diagnostic Reasoning ♦</td>
<td>5 cr.</td>
</tr>
<tr>
<td>7</td>
<td>DRNP 6566 - Advanced Practice Care of Adults in Acute Settings I (3 cr. didactic)</td>
<td>3 cr.</td>
</tr>
<tr>
<td>Quarter</td>
<td>Course</td>
<td>Credits</td>
</tr>
<tr>
<td>---------</td>
<td>------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td></td>
<td>PRCM 6566 - Advanced Practice Care of Adults in Acute Settings I Practicum (2 cl. cr.) = 160 clinical hours minimum</td>
<td>2 cr.</td>
</tr>
<tr>
<td></td>
<td>NURS 8100 - Healthcare Policy and Advocacy ◆</td>
<td>5 cr.</td>
</tr>
<tr>
<td>8</td>
<td>NURS 8310 - Epidemiology and Population Health ◆</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>DRNP 6540 - Advanced Practice Care of Older Adults (3 cr. didactic)</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>PRCM 6540 - Advanced Practice Care of Older Adults Practicum (2 cl. cr.) = 160 clinical hours minimum</td>
<td>2 cr.</td>
</tr>
<tr>
<td>9</td>
<td>DRNP 6550 - Advanced Practice Care of Adults in Acute Care Settings II (3 cr. didactic)</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>PRCM 6550 - Advanced Practice Care of Adults in Acute Settings II Practicum (2 cl. cr.) = 160 clinical hours minimum</td>
<td>2 cr.</td>
</tr>
<tr>
<td></td>
<td>NURS 8503 - Evidence Based Practice II (3 didactic, 2 cl. cr.) = 160 clinical hours</td>
<td>5 cr.</td>
</tr>
<tr>
<td>10+</td>
<td>DRNP 6560 - Advanced Care of Adults in Acute Settings III (3 cr. didactic)</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>PRCM 6560 - Advanced Practice Care of Adults in Acute Settings III Practicum (2 cl. cr.) = 160 clinical hours minimum</td>
<td>2 cr.</td>
</tr>
<tr>
<td></td>
<td>NURS 8703 - DNP Project Completion (if needed to complete DNP Project after all other coursework has been completed)</td>
<td>3 cr. per term, taken continuously until completion of the DNP project</td>
</tr>
</tbody>
</table>
### MSN-DNP Entry Course Sequence

The MSN-DNP entry course sequence is as follows.

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>NURS 8002 - Foundations and Essentials for the Doctor of Nursing Practice</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>NURS 8114 - Theoretical and Scientific Foundations of Nursing</td>
<td>5 cr.</td>
</tr>
<tr>
<td>2</td>
<td>NURS 8201 - Research for Evidence Based Practice</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>NURS 8302 - Leading Organizations for Quality Improvement Initiatives</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>(4 didactic, 1 practicum = 80 hrs)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>NURS 8702 - DNP Project Mentoring (taken as companion course throughout the program of study until project completed)</td>
<td>0 cr.</td>
</tr>
<tr>
<td></td>
<td>NURS 8210 - Transforming Nursing and Healthcare Through Technology ♦</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>NURS 8502 - Evidence Based Practice I (3 didactic, 2 cl. cr.) = 160 clinical hours</td>
<td>5 cr.</td>
</tr>
<tr>
<td>4</td>
<td>DNRS 6501 - Advanced Pathophysiology ♦</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>DNRS 6521 - Advanced Pharmacology ♦</td>
<td>5 cr.</td>
</tr>
<tr>
<td>5</td>
<td>DNRS 6512 - Advanced Health Assessment and Diagnostic Reasoning ♦</td>
<td>5 cr.</td>
</tr>
<tr>
<td>6</td>
<td>DRNP 6566 - Advanced Practice Care of Adults in Acute Settings I (3 cr. didactic)</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>PRCM 6566 - Advanced Practice Care of Adults in Acute Settings I Practicum (2 cl. cr.) = 160 clinical hours minimum</td>
<td>2 cr.</td>
</tr>
<tr>
<td>Quarter</td>
<td>Course</td>
<td>Credits</td>
</tr>
<tr>
<td>---------</td>
<td>------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>7</td>
<td>NURS 8100 - Healthcare Policy and Advocacy ◆</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>NURS 8310 - Epidemiology and Population Health ◆</td>
<td>5 cr.</td>
</tr>
<tr>
<td>8</td>
<td>DRNP 6540 - Advanced Practice Care of Older Adults (3 cr. didactic)</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>PRCM 6540 - Advanced Practice Care of Older Adults Practicum (2 cl. cr.) = 160 clinical hours minimum</td>
<td>2 cr.</td>
</tr>
<tr>
<td>9</td>
<td>DRNP 6550 - Advanced Practice Care of Adults in Acute Care Settings II (3 cr. didactic)</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>PRCM 6550 - Advanced Practice Care of Adults in Acute Settings II Practicum (2 cl. cr.) = 160 clinical hours minimum</td>
<td>2 cr.</td>
</tr>
<tr>
<td>10</td>
<td>NURS 8503 - Evidence Based Practice II (3 didactic, 2 cl. cr.) = 160 clinical hours</td>
<td>5 cr.</td>
</tr>
<tr>
<td>11+</td>
<td>DRNP 6560 - Advanced Care of Adults in Acute Settings III (3 cr. didactic)</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>PRCM 6560 - Advanced Practice Care of Adults in Acute Settings III Practicum (2 cl. cr.) = 160 clinical hours minimum</td>
<td>2 cr.</td>
</tr>
<tr>
<td></td>
<td>NURS 8703 - DNP Project Completion (if needed to complete DNP Project after all other coursework has been completed)</td>
<td>3 cr. per term, taken continuously until completion of the DNP project</td>
</tr>
</tbody>
</table>

**Note on Licensure**

Walden’s DNP nurse practitioner specializations are designed to academically prepare graduates with an active registered nurse (RN) license to practice in the United States as nurse practitioners. However, each state has its own academic preparation and
authority to practice requirements and issues its own license for an RN to be permitted to practice as a nurse practitioner in that state. Learn more about professional licensure.

No graduate program can guarantee that graduates will obtain licensure to practice as a nurse practitioner. We encourage students to consult the appropriate board of nursing or regulatory authority in the states or jurisdictions in which they reside or intend to seek licensure to determine specific requirements. Walden Enrollment Specialists can provide information relating to licensure; however, it remains the individual’s responsibility to understand, evaluate, and comply with all requirements relating to licensure for the state in which they intend to practice, as requirements vary widely.

Note on Certification

Walden’s DNP NP specializations are designed to academically prepare graduates to apply for national certification. Walden makes no representations or guarantees that completion of Walden coursework or programs will permit an individual to achieve national certification. We encourage students to consult an appropriate certifying body for the specific certification eligibility requirements. Students should also consult their state board of nursing or other state agency to determine what certifications are required or accepted in that state. It is an individual’s responsibility to understand, evaluate, and comply with all requirements relating to national certification, as requirements vary widely. For more information about nurse practitioner certification exams, students should visit the American Academy of Nurse Practitioners Certification Board at www.aanpcert.org, the American Nurses Credentialing Center at www.nursingworld.org/ancc, or other nurse practitioner certification websites.

Note on Field Experience and Relocating

Students who are considering relocating are advised to contact their student success advisor prior to any decision to relocate in order to determine how relocation may impact progress in their program. Advisors can provide information and guidance on how relocating may result in possible changes, restrictions, and/or additional requirements affecting field experience. Each Board of Nursing and Higher Education Authority governs the field experience rules and regulations in their respective states, and students may be unable to complete field experience in the state in which they plan to relocate. While Walden is committed to working collaboratively with students to secure field sites across the United States, it is imperative that students contact their student success advisor immediately when considering relocating.
**Adult-Gerontology Primary Care Nurse Practitioner - Doctor of Nursing Practice (DNP)**

In the Adult-Gerontology Primary Care Nurse Practitioner specialization, students explore strategies for improving health outcomes among adult patients, ages 13 years and older, through effective communication and collaboration. Students have the opportunity to explore current health topics through a curriculum developed in collaboration with experts. Courses are rooted in evidence-based practice so that students can gain knowledge in providing quality, comprehensive, accessible, and cost-effective care.

This specialization can prepare students to make a positive difference in today’s dynamic and ever-changing healthcare environment, whether in clinical practice or a related health professional role. Students can prepare to advance their careers. Graduates can pursue national adult-gerontology nurse practitioner certification and state credentialing.

**Minimum Completion Requirements**

BSN-DNP entry: 90 quarter credits. MSN-DNP entry: 80 quarter credits

- Doctoral Writing Assessment (0 cr.)
- Foundation course (5 cr.)
  - BSN-DNP entry only: Essential courses (10 cr.)
    - DNRS 6052 - Essentials of Evidence-Based Practice
    - DNRS 6211 - Finance and Economics in Healthcare Delivery
- Core courses (40 cr.)
- Specialization courses (35 cr., includes the required 640 practicum hours*)
- Completion of DNP Project
- Doctoral Mentoring (0 cr.)
- Doctoral DNP Project Completion (if needed to complete DNP Project after all other coursework has been completed; 3 cr. per term, taken continuously until completion of the DNP Project)

**Note:** Students who enter the program with certain approved APRN licensure and certification will receive prior nursing credit and will be required to complete at least 500 practicum hours*.

**Specialization Courses (35 cr.)**

- DNRS 6501 - Advanced Pathophysiology
- DNRS 6521 - Advanced Pharmacology
DNRS 6512 - Advanced Health Assessment and Diagnostic Reasoning
DRNP 6531 - Primary Care of Adults Across the Lifespan
PRCM 6531 - Primary Care of Adults Across the Lifespan Practicum
DRNP 6540 - Advanced Practice Care of Older Adults
PRCM 6540 - Advanced Practice Care of Older Adults Practicum
DRNP 6552 - Advanced Nurse Practice in Reproductive Health Care
PRCM 6552 - Advanced Nurse Practice in Reproductive Health Care Practicum
DRNP 6565 - Synthesis in Advanced Nursing Practice Care of Patients in Primary Care Settings
PRCM 6565 - Synthesis in Advanced Nursing Practice Care of Patients in Primary Care Settings Practicum

Course Sequences

BSN-DNP Entry Course Sequence

The BSN-DNP entry course sequence is as follows.

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>NURS 8002 - Foundations and Essentials for the Doctor of Nursing Practice</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>DNRS 6052 - Essentials of Evidence Based Practice</td>
<td>5 cr.</td>
</tr>
<tr>
<td>2</td>
<td>DNRS 6211 - Finance and Economics in Healthcare Delivery</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>NURS 8114 - Theoretical and Scientific Foundations of Nursing</td>
<td>5 cr.</td>
</tr>
<tr>
<td>3</td>
<td>NURS 8201 - Research for Evidence Based Practice</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>NURS 8302 - Leading Organizations for Quality Improvement Initiatives (4 didactic, 1 practicum = 80 hrs.)</td>
<td>5 cr.</td>
</tr>
<tr>
<td>4</td>
<td>NURS 8702 - DNP Project Mentoring (taken as companion course throughout the program of study until project completed)</td>
<td>0 cr.</td>
</tr>
<tr>
<td></td>
<td>NURS 8210 - Transforming Nursing and Healthcare Through Technology</td>
<td>5 cr.</td>
</tr>
<tr>
<td>Quarter</td>
<td>Course</td>
<td>Credits</td>
</tr>
<tr>
<td>---------</td>
<td>------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>5</td>
<td>NURS 8502 - Evidence Based Practice I (3 didactic, 2 cl. cr.) = 160 clinical hours</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>DNRS 6501 - Advanced Pathophysiology</td>
<td>5 cr.</td>
</tr>
<tr>
<td>6</td>
<td>DNRS 6521 - Advanced Pharmacology</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>NURS 8800 - Doctor of Nursing Practice Coaching</td>
<td>1 cr.</td>
</tr>
<tr>
<td>7</td>
<td>DNRS 6512 - Advanced Health Assessment and Diagnostic Reasoning</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>DRNP 6531 - Primary Care of Adults Across the Lifespan (3 cr. didactic)</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>PRCM 6531 - Primary Care of Adults Across the Lifespan Practicum (2 cl. cr.) = 160 clinical hours minimum</td>
<td>2 cr.</td>
</tr>
<tr>
<td>8</td>
<td>NURS 8100 - Healthcare Policy and Advocacy</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>NURS 8310 - Epidemiology and Population Health</td>
<td>5 cr.</td>
</tr>
<tr>
<td>9</td>
<td>DRNP 6540 - Advanced Practice Care of Older Adults (3 cr. didactic)</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>PRCM 6540 - Advanced Practice Care of Older Adults Practicum (2 cl. cr.) = 160 clinical hours minimum</td>
<td>2 cr.</td>
</tr>
<tr>
<td></td>
<td>DRNP 6552 - Advanced Nurse Practice in Reproductive Health Care (3 cr. didactic)</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>PRCM 6552 - Advanced Nurse Practice in Reproductive Health Care Practicum (2 cl. cr.) = 160 clinical hours minimum</td>
<td>2 cr.</td>
</tr>
<tr>
<td>10</td>
<td>NURS 8503 - Evidence Based Practice II (3 didactic, 2 cl. cr.) = 160 clinical hours</td>
<td>5 cr.</td>
</tr>
</tbody>
</table>
## DRNP 6565 - Synthesis in Advanced Nursing Practice Care of Patients in Primary Care Settings (3 cr. didactic)

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>DRNP 6565</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>PRCM 6565</td>
<td>2 cr.</td>
</tr>
<tr>
<td>11+</td>
<td>NURS 8703 - DNP Project Completion (if needed to complete DNP Project after all other coursework has been completed)</td>
<td>3 cr. per term, taken continuously until completion of the DNP project</td>
</tr>
</tbody>
</table>

### MSN-DNP Entry Course Sequence

The MSN-DNP entry course sequence is as follows.

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>NURS 8002 - Foundations and Essentials for the Doctor of Nursing Practice</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>NURS 8114 - Theoretical and Scientific Foundations of Nursing</td>
<td>5 cr.</td>
</tr>
<tr>
<td>2</td>
<td>NURS 8201 - Research for Evidence Based Practice</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>NURS 8302 - Leading Organizations for Quality Improvement Initiatives (4 didactic, 1 practicum = 80 hrs.)</td>
<td>5 cr.</td>
</tr>
<tr>
<td>3</td>
<td>NURS 8702 - DNP Project Mentoring (taken as companion course throughout the program of study until project completed)</td>
<td>0 cr.</td>
</tr>
<tr>
<td></td>
<td>NURS 8210 - Transforming Nursing and Healthcare Through Technology</td>
<td>5 cr.</td>
</tr>
<tr>
<td>Quarter</td>
<td>Course</td>
<td>Credits</td>
</tr>
<tr>
<td>---------</td>
<td>------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>4</td>
<td>NURS 8502 - Evidence Based Practice I (3 didactic, 2 cl. cr.) = 160 clinical hours</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>DNRS 6501 - Advanced Pathophysiologyihn</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>DNRS 6521 - Advanced Pharmacologyihn</td>
<td>5 cr.</td>
</tr>
<tr>
<td>5</td>
<td>DNRS 6512 - Advanced Health Assessment and Diagnostic Reasoningihn</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>DRNP 6531 - Primary Care of Adults Across the Lifespan (3 cr. didactic)</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>PRCM 6531 - Primary Care of Adults Across the Lifespan Practicum (2 cl. cr.) = 160 clinical hours minimum</td>
<td>2 cr.</td>
</tr>
<tr>
<td>6</td>
<td>NURS 8100 - Healthcare Policy and Advocacyihn</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>NURS 8310 - Epidemiology and Population Healthihn</td>
<td>5 cr.</td>
</tr>
<tr>
<td>7</td>
<td>DRNP 6540 - Advanced Practice Care of Older Adults (3 cr. didactic)</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>PRCM 6540 - Advanced Practice Care of Older Adults Practicum (2 cl. cr.) = 160 clinical hours minimum</td>
<td>2 cr.</td>
</tr>
<tr>
<td>8</td>
<td>DRNP 6552 - Advanced Nurse Practice in Reproductive Health Care (3 cr. didactic)</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>PRCM 6552 - Advanced Nurse Practice in Reproductive Health Care Practicum (2 cl. cr.) = 160 clinical hours minimum</td>
<td>2 cr.</td>
</tr>
<tr>
<td>9</td>
<td>NURS 8503 - Evidence Based Practice II (3 didactic, 2 cl. cr.) = 160 clinical hours</td>
<td>5 cr.</td>
</tr>
<tr>
<td>Quarter</td>
<td>Course</td>
<td>Credits</td>
</tr>
<tr>
<td>---------</td>
<td>------------------------------------------------------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>11+</td>
<td>DRNP 6565 - Synthesis in Advanced Nursing Practice Care of Patients in Primary Care Settings (3 cr. didactic)</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>PRCM 6565 - Synthesis in Advanced Nursing Practice Care of Patients in Primary Care Settings Practicum (2 cl. cr.) = 160 clinical hours minimum</td>
<td>2 cr.</td>
</tr>
<tr>
<td></td>
<td>NURS 8703 - DNP Project Completion (if needed to complete DNP Project after all other coursework has been completed)</td>
<td>3 cr. per term, taken continuously until completion of the DNP project</td>
</tr>
</tbody>
</table>

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Bridge Option for Students With a DNP - PhD in Nursing

Walden offers students who hold a Doctor of Nursing Practice (DNP) degree a shorter path to the PhD in Nursing.

Eligibility Requirements

DNP from Walden or another accredited university with a Master of Science in Nursing Degree as a prerequisite or earned equivalent.

Degree Requirements

- Foundations course (1 cr.)
- Core courses (25 cr.)
- Research courses (20 cr.)
- Doctoral Seminar (5 cr.)
- Focus area courses (15 cr.)
  - Applicants with an earned MSN and DNP will be awarded 15 credits.

Completion of the Doctoral Capstone
  - Dissertation (minimum 15 cr., taken continuously until completion of the dissertation)
- Four PhD residencies
Curriculum

Foundation Course (1 cr.)

NURS 8003 - Foundations and Essentials in Nursing

Core Courses (25 cr.)

NURS 8112 - Theoretical and Scientific Foundations of Nursing Research
NURS 8301 - Leading Organizations for Quality Improvement Initiatives
NURS 8250 - Advanced Theoretical and Scientific Perspectives in Nursing
NURS 8210 - Transforming Nursing and Healthcare Through Technology
NURS 8551 - Preparing for Dissertation

Research Courses (20 cr.)

Foundation Research Courses (15 cr.)

RSCH 8110 - Research Theory, Design, and Methods
RSCH 8210 - Quantitative Reasoning and Analysis
RSCH 8310 - Qualitative Reasoning and Analysis

Advanced Research Course (5 cr.)

Choose one:
RSCH 8260 - Advanced Quantitative Reasoning and Analysis OR
RSCH 8360 - Advanced Qualitative Reasoning and Analysis OR
RSCH 8460 - Advanced Mixed-Methods Reasoning and Analysis

Doctoral Seminar (5 cr.)

NURS 8710 - Doctoral Seminar I
NURS 8720 - Doctoral Seminar II
NURS 8730 - Doctoral Seminar III
NURS 8740 - Doctoral Seminar IV
NURS 8750 - Doctoral Seminar V

Focus Area Courses (15 cr.)

Applicants with an earned MSN and DNP will be awarded 15 credits.

Completion of the Doctoral Capstone

NURS 9000 - Dissertation
Students take this course for a minimum of three quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval.
To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

Residency Requirements

Complete Residency 1 face-to-face as soon as you begin your program; should be completed within 90 days of completing your Foundations course.

Complete Residency 2 as face-to-face or virtual within 18 months of your start date or linked to your registration for or completion of your first research course.

Complete Residency 3 face-to-face by the end of your third year.

Complete Residency 4 after your prospectus is approved and you are enrolled in EDUC 9000 or EDPD 8990, complete residency 4 during your third year or beyond as:

- Residency 4 General (RESI 8404) OR
- Residency 4 Proposal Writing (RESI 8404Q) OR
- Residency 4 Methods & Data Collection: Qualitative (RESI 8404R) OR
- Residency 4 Methods & Data Collection: Quantitative (RESI 8404S) OR
- Residency 4 Publishing & Presenting (RESI 8404T) OR

a dissertation intensive (DRWI 8500). Contact Student Success Advising to register.

Optional: Complete a PhD Dissertation Intensive retreat (DRWI 8500) face-to-face during your dissertation. Contact Student Success Advising to register.

Doctoral Writing Assessment

Students who start or readmit to doctoral programs at Walden University in the university catalog for academic year 2017 or later will complete the university’s required doctoral writing assessment. Designed to evaluate incoming doctoral students’ writing skills, this assessment aims to help prepare incoming doctoral students to meet the university's expectations for writing at the doctoral level.

8-Year Maximum Time Frame

Students have up to 8 years to complete their doctoral degree requirements (see Enrollment Requirements). Students may petition to extend the 8-year maximum time frame, but an extension is not guaranteed.
Executive Leadership - Doctor of Nursing Practice (DNP)

The Executive Leadership specialization in Walden's online DNP program can academically prepare you to make an even greater impact on your patients' healthcare experience. Gain the systems thinking, knowledge, and confidence to implement and lead quality improvement initiatives across teams and organizations. Become a catalyst for improved patient care and better patient outcomes.

Minimum Completion Requirements

- 45 quarter credits
- Doctoral Writing Assessment (0 cr.)
- Foundation course (5 cr.)
- Core courses (30 cr.)
- Specialization courses (10 cr.)
- Field experience (up to 6 cr., for students with fewer than 600 documented clinical hours)

Completion of DNP Project

- Doctoral Mentoring (0 cr.)
- Doctoral DNP Project Completion (if needed to complete DNP Project after all other coursework has been completed; 3 cr. per term, taken continuously until completion of the DNP Project)

Specialization Courses (10 cr.)

- NURS 8504 - Evidence Based Practice for the Executive Leader I
- NURS 8505 - Evidence Based Practice for the Executive Leader II

Course Sequence

The course sequence is as follows.

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>NURS 8002 - Foundations and Essentials for the Doctor of Nursing Practice</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>NURS 8114 - Theoretical and Scientific Foundations of Nursing</td>
<td>5 cr.</td>
</tr>
<tr>
<td>2</td>
<td>NURS 8601 - DNP Field Experience (1 quarter credit hour = 80 clinical clock hours)</td>
<td>0–6 cr.</td>
</tr>
<tr>
<td>Quarter</td>
<td>Course</td>
<td>Credits</td>
</tr>
<tr>
<td>---------</td>
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</tr>
<tr>
<td>3</td>
<td>NURS 8201 - Research for Evidence Based Practice</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>NURS 8302 - Leading Organizations for Quality Improvement Initiatives (4 didactic, 1 practicum = 80 hrs.)</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>NURS 8702 - DNP Project Mentoring (taken as companion course throughout the program of study until project completed)</td>
<td>0 cr.</td>
</tr>
<tr>
<td>4</td>
<td>NURS 8210 - Transforming Nursing and Healthcare Through Technology♦</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>NURS 8504 - Evidence Based Practice for the Executive Leader I (3 didactic, 2 cl. cr.) = 160 clinical hours</td>
<td>5 cr.</td>
</tr>
<tr>
<td>5</td>
<td>NURS 8310 - Epidemiology and Population Health♦</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>NURS 8505 - Evidence Based Practice for the Executive Leader II (3 didactic, 2 cl. cr.) = 160 clinical hours</td>
<td>5 cr.</td>
</tr>
<tr>
<td>6</td>
<td>NURS 8100 - Healthcare Policy and Advocacy♦</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>NURS 8703 - DNP Project Completion (if needed to complete DNP Project after all other coursework has been completed)</td>
<td>3 cr. per term, taken continuously until completion of the DNP project</td>
</tr>
</tbody>
</table>

**Note on Licensure**

The Doctor of Nursing Practice Executive Leadership specialization is not a licensure program and will not prepare students as nurse practitioners.
**Family Nurse Practitioner - Doctor of Nursing Practice (DNP)**

Family Nurse Practitioners (FNPs) are advanced practice registered nurses with the knowledge and skills to assess and manage health issues in patients of all ages, from birth through the senior years. This specialization can prepare students to gain autonomy or advance in their career as healthcare professionals. Through a series of courses and well-rounded clinical practice experiences focused on current health issues, students can effectively implement and facilitate disease prevention, health promotion, health maintenance, and restorative care interventions.

This online Family Nurse Practitioner specialization focuses on evidence-based techniques that can enhance the quality of care and outcomes for patients. The program offers strategies that can prepare students to work in primary care outpatient health settings or change the course of their healthcare career. Graduates of the program can pursue national family nurse practitioner certification and state credentialing.

**Minimum Completion Requirements**

**BSN-DNP entry:** 90 quarter credits. **MSN-DNP entry:** 80 quarter credits

- Doctoral Writing Assessment (0 cr.)
- Foundation course (5 cr.)
  - BSN-DNP entry only: Essential courses (10 cr.)
    - DNRS 6052 - Essentials of Evidence-Based Practice
    - DNRS 6211 - Finance and Economics in Healthcare Delivery
- Core courses (40 cr.)
- Specialization courses (35 cr., includes the required 640 practicum hours*)
- Completion of DNP Project
- Doctoral Mentoring (0 cr.)
- Doctoral DNP Project Completion (if needed to complete DNP Project after all other coursework has been completed; 3 cr. per term, taken continuously until completion of the DNP Project)

**Note:** Students who enter the program with certain approved APRN licensure and certification will receive prior nursing credit and will be required to complete at least 500 practicum hours*.

**Specialization Courses (35 cr.)**

- DNRS 6501 - Advanced Pathophysiology
- DNRS 6521 - Advanced Pharmacology
- DNRS 6512 - Advanced Health Assessment and Diagnostic Reasoning
- DRNP 6531 - Primary Care of Adults Across the Lifespan
PRCM 6531 - Primary Care of Adults Across the Lifespan Practicum
DRNP 6541 - Primary Care of Adolescents and Children
PRCM 6541 - Primary Care of Adolescents and Children Practicum
DRNP 6552 - Advanced Nurse Practice in Reproductive Health Care
PRCM 6552 - Advanced Nurse Practice in Reproductive Health Care Practicum
DRNP 6568 - Synthesis in Advanced Nursing Practice of Patients in Family Care Settings
PRCM 6568 - Synthesis in Advanced Nursing Practice of Patients in Family Care Settings Practicum

Course Sequences

BSN-DNP Entry Course Sequence

The BSN-DNP entry course sequence is as follows.

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>NURS 8002 - Foundations and Essentials for the Doctor of Nursing Practice</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>DNRS 6052 - Essentials of Evidence Based Practice</td>
<td>5 cr.</td>
</tr>
<tr>
<td>2</td>
<td>DNRS 6211 - Finance and Economics in Healthcare Delivery</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>NURS 8114 - Theoretical and Scientific Foundations of Nursing</td>
<td>5 cr.</td>
</tr>
<tr>
<td>3</td>
<td>NURS 8201 - Research for Evidence Based Practice</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>NURS 8302 - Leading Organizations for Quality Improvement Initiatives (4 didactic, 1 practicum = 80 hrs.)</td>
<td>5 cr.</td>
</tr>
<tr>
<td>4</td>
<td>NURS 8702 - DNP Project Mentoring (taken as companion course throughout the program of study until project completed)</td>
<td>0 cr.</td>
</tr>
<tr>
<td></td>
<td>NURS 8210 - Transforming Nursing and Healthcare Through Technology</td>
<td>5 cr.</td>
</tr>
<tr>
<td>5</td>
<td>NURS 8502 - Evidence Based Practice I (3 didactic, 2 cl. cr.) = 160 clinical hours</td>
<td>5 cr.</td>
</tr>
<tr>
<td>Quarter</td>
<td>Course</td>
<td>Credits</td>
</tr>
<tr>
<td>---------</td>
<td>------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>6</td>
<td>DNRS 6501 - Advanced Pathophysiology</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>DNRS 6521 - Advanced Pharmacology</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>DNRS 6512 - Advanced Health Assessment and Diagnostic Reasoning</td>
<td>5 cr.</td>
</tr>
<tr>
<td>7</td>
<td>DRNP 6531 - Primary Care of Adults Across the Lifespan (3 cr. didactic)</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>PRCM 6531 - Primary Care of Adults Across the Lifespan Practicum (2 cl. cr.) = 160 clinical hours minimum</td>
<td>2 cr.</td>
</tr>
<tr>
<td></td>
<td>NURS 8100 - Healthcare Policy and Advocacy</td>
<td>5 cr.</td>
</tr>
<tr>
<td>8</td>
<td>NURS 8310 - Epidemiology and Population Health</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>DRNP 6541 - Primary Care of Adolescents and Children (3 cr. didactic)</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>PRCM 6541 - Primary Care of Adolescents and Children Practicum (2 cl. cr.) = 160 clinical hours minimum</td>
<td>2 cr.</td>
</tr>
<tr>
<td>9</td>
<td>DRNP 6552 - Advanced Nurse Practice in Reproductive Health Care (3 cr. didactic)</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>PRCM 6552 - Advanced Nurse Practice in Reproductive Health Care Practicum (2 cl. cr.) = 160 clinical hours minimum</td>
<td>2 cr.</td>
</tr>
<tr>
<td></td>
<td>NURS 8503 - Evidence Based Practice II (3 didactic, 2 cl. cr.) = 160 clinical hours</td>
<td>5 cr.</td>
</tr>
<tr>
<td>10+</td>
<td>DRNP 6568 - Synthesis in Advanced Nursing Practice of Patients in Family Care Settings (3 cr. didactic)</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>
Quarter | Course | Credits
--- | --- | ---
| PRCM 6568 - Synthesis in Advanced Nursing Practice of Patients in Family Care Settings Practicum (2 cl. cr.) = 160 clinical hours minimum | 2 cr. |
| NURS 8703 - DNP Project Completion (if needed to complete DNP Project after all other coursework has been completed) | 3 cr. per term, taken continuously until completion of the DNP project |

**MSN-DNP Entry Course Sequence**

The MSN-DNP entry course sequence is as follows.

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
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<td>1</td>
<td>NURS 8002 - Foundations and Essentials for the Doctor of Nursing Practice</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>NURS 8114 - Theoretical and Scientific Foundations of Nursing</td>
<td>5 cr.</td>
</tr>
<tr>
<td>2</td>
<td>NURS 8201 - Research for Evidence Based Practice</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>NURS 8302 - Leading Organizations for Quality Improvement Initiatives (4 didactic, 1 practicum = 80 hrs.)</td>
<td>5 cr.</td>
</tr>
<tr>
<td>3</td>
<td>NURS 8702 - DNP Project Mentoring (taken as companion course throughout the program of study until project completed)</td>
<td>0 cr.</td>
</tr>
<tr>
<td></td>
<td>NURS 8210 - Transforming Nursing and Healthcare Through Technology</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>NURS 8502 - Evidence Based Practice I (3 didactic, 2 cl. cr.) = 160 clinical hours</td>
<td>5 cr.</td>
</tr>
<tr>
<td>Quarter</td>
<td>Course</td>
<td>Credits</td>
</tr>
<tr>
<td>---------</td>
<td>--------</td>
<td>---------</td>
</tr>
<tr>
<td>4</td>
<td>DNRS 6501 - Advanced Pathophysiology</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>DNRS 6521 - Advanced Pharmacology</td>
<td>5 cr.</td>
</tr>
<tr>
<td>5</td>
<td>DNRS 6512 - Advanced Health Assessment and Diagnostic Reasoning</td>
<td>5 cr.</td>
</tr>
<tr>
<td>6</td>
<td>DRNP 6531 - Primary Care of Adults Across the Lifespan (3 cr. didactic)</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>PRCM 6531 - Primary Care of Adults Across the Lifespan Practicum (2 cl. cr.) = 160 clinical hours minimum</td>
<td>2 cr.</td>
</tr>
<tr>
<td>7</td>
<td>NURS 8100 - Healthcare Policy and Advocacy</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>NURS 8310 - Epidemiology and Population Health</td>
<td>5 cr.</td>
</tr>
<tr>
<td>8</td>
<td>DRNP 6541 - Primary Care of Adolescents and Children (3 cr. didactic)</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>PRCM 6541 - Primary Care of Adolescents and Children Practicum (2 cl. cr.) = 160 clinical hours minimum</td>
<td>2 cr.</td>
</tr>
<tr>
<td>9</td>
<td>DRNP 6552 - Advanced Nurse Practice in Reproductive Health Care (3 cr. didactic)</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>PRCM 6552 - Advanced Nurse Practice in Reproductive Health Care Practicum (2 cl. cr.) = 160 clinical hours minimum</td>
<td>2 cr.</td>
</tr>
<tr>
<td>10</td>
<td>NURS 8503 - Evidence Based Practice II (3 didactic, 2 cl. cr.) = 160 clinical hours</td>
<td>5 cr.</td>
</tr>
<tr>
<td>11+</td>
<td>DRNP 6568 - Synthesis in Advanced Nursing Practice of Patients in Family Care Settings (3 cr. didactic)</td>
<td>3 cr.</td>
</tr>
<tr>
<td>Quarter</td>
<td>Course</td>
<td>Credits</td>
</tr>
<tr>
<td>---------</td>
<td>------------------------------------------------------------------------</td>
<td>----------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>PRCM 6568 - Synthesis in Advanced Nursing Practice of Patients in Family Care Settings Practicum (2 cl. cr.) = 160 clinical hours minimum</td>
<td>2 cr.</td>
</tr>
<tr>
<td></td>
<td>NURS 8703 - DNP Project Completion (if needed to complete DNP Project after all other coursework has been completed)</td>
<td>3 cr. per term, taken continuously until completion of the DNP project</td>
</tr>
</tbody>
</table>

**Note on Licensure**

Walden's DNP nurse practitioner specializations are designed to academically prepare graduates with an active registered nurse (RN) license to practice in the United States as nurse practitioners. However, each state has its own academic preparation and authority to practice requirements and issues its own license for an RN to be permitted to practice as a nurse practitioner in that state. Learn more about professional licensure.

No graduate program can guarantee that graduates will obtain licensure to practice as a nurse practitioner. We encourage students to consult the appropriate board of nursing or regulatory authority in the states or jurisdictions in which they reside or intend to seek licensure to determine specific requirements. Walden Enrollment Specialists can provide information relating to licensure; however, it remains the individual's responsibility to understand, evaluate, and comply with all requirements relating to licensure for the state in which they intend to practice, as requirements vary widely.

**Note on Certification**

Walden's DNP NP specializations are designed to academically prepare graduates to apply for national certification. Walden makes no representations or guarantees that completion of Walden coursework or programs will permit an individual to achieve national certification. We encourage students to consult an appropriate certifying body for the specific certification eligibility requirements. Students should also consult their state board of nursing or other state agency to determine what certifications are required or accepted in that state. It is an individual's responsibility to understand, evaluate, and comply with all requirements relating to national certification, as requirements vary widely. For more information about nurse practitioner certification exams, students should visit the American Academy of Nurse Practitioners Certification
Board at www.aanpcert.org, the American Nurses Credentialing Center at www.nursingworld.org/ancc, or other nurse practitioner certification websites.

Note on Field Experience and Relocating

Students who are considering relocating are advised to contact their student success advisor prior to any decision to relocate in order to determine how relocation may impact progress in their program. Advisors can provide information and guidance on how relocating may result in possible changes, restrictions, and/or additional requirements affecting field experience. Each Board of Nursing and Higher Education Authority governs the field experience rules and regulations in their respective states, and students may be unable to complete field experience in the state in which they plan to relocate. While Walden is committed to working collaboratively with students to secure field sites across the United States, it is imperative that students contact their student success advisor immediately when considering relocating.

**Pediatric Nurse Practitioner Primary Care - Doctor of Nursing Practice (DNP)**

This specialization will meet the needs of nurses who wish to specialize in pediatrics primary care and will enable nurses to seek their master's degree and enter practice as a pediatric nurse practitioner primary care (PNP-PC).

**Minimum Completion Requirements**

BSN-DNP entry: 95 quarter credits. MSN-DNP entry: 85 quarter credits

- Doctoral Writing Assessment (0 cr.)
- Foundation course (5 cr.)
  - BSN-DNP entry only: Essential courses (10 cr.)
    - DNRS 6052 - Essentials of Evidence-Based Practice
    - DNRS 6211 - Finance and Economics in Healthcare Delivery
- Core courses (40 cr.)
- Specialization courses (40 cr.)
- Completion of DNP Project
- Doctoral Mentoring (0 cr.)
- Doctoral DNP Project Completion (if needed to complete DNP Project after all other coursework has been completed; 3 cr. per term, taken continuously until completion of the DNP Project)

**Specialization Courses (40 cr.)**
Course Sequence

BSN-DNP Entry Course Sequence

The BSN-DNP entry course sequence is as follows.

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>NURS 8002 - Foundations and Essentials for the Doctor of Nursing Practice</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>DNRS 6052 - Essentials of Evidence Based Practice</td>
<td>5 cr.</td>
</tr>
<tr>
<td>2</td>
<td>DNRS 6211 - Finance and Economics in Healthcare Delivery</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>NURS 8114 - Theoretical and Scientific Foundations of Nursing</td>
<td>5 cr.</td>
</tr>
<tr>
<td>3</td>
<td>NURS 8201 - Research for Evidence Based Practice</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>NURS 8302 - Leading Organizations for Quality Improvement Initiatives (4 didactic, 1 practicum = 80 hrs.)</td>
<td>5 cr.</td>
</tr>
<tr>
<td>4</td>
<td>NURS 8702 - DNP Project Mentoring (taken as companion course throughout the program of study until project completed)</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>NURS 8210 - Transforming Nursing and Healthcare Through Technology♦</td>
<td>5 cr.</td>
</tr>
<tr>
<td>Quarter</td>
<td>Course</td>
<td>Credits</td>
</tr>
<tr>
<td>---------</td>
<td>------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>6</td>
<td>NURS 8502 - Evidence Based Practice I (3 didactic, 2 cl. cr.) = 160 clinical hours</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>DNRS 6501 - Advanced Pathophysiology ◆</td>
<td>5 cr.</td>
</tr>
<tr>
<td>7</td>
<td>DNRS 6521 - Advanced Pharmacology ◆</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>DNRS 6512 - Advanced Health Assessment and Diagnostic Reasoning ◆</td>
<td>5 cr.</td>
</tr>
<tr>
<td>8</td>
<td>DNRS 6800 - Advanced Pediatric Development and Behavior</td>
<td>5 cr.</td>
</tr>
<tr>
<td>9</td>
<td>DRNP 6810 - Primary Care Approaches for Children (3 cr. didactic)</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>PRCM 6810 - Advanced Pediatric Nursing Practicum I: Primary Care (2 cl. cr.) = 160 clinical hours</td>
<td>2 cr.</td>
</tr>
<tr>
<td>10</td>
<td>NURS 8100 - Healthcare Policy and Advocacy ◆</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>NURS 8310 - Epidemiology and Population Health ◆</td>
<td>5 cr.</td>
</tr>
<tr>
<td>11</td>
<td>DRNP 6820 - Management of Complex Pediatric Conditions (3 cr. didactic)</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>PRCM 6820 - Advanced Pediatric Nursing Practicum II: Complex Care (2 cl. cr.) = 160 clinical hours</td>
<td>2 cr.</td>
</tr>
<tr>
<td>12</td>
<td>DRNP 6830 - Management of Specialized Populations (3 cr. didactic)</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>PRCM 6830 - Advanced Pediatric Nursing Practicum III: Specialized Care (2 cl. cr.) = 160 clinical hours</td>
<td>2 cr.</td>
</tr>
<tr>
<td></td>
<td>NURS 8503 - Evidence Based Practice II (3 didactic, 2 cl. cr.) = 160 clinical hours</td>
<td>5 cr.</td>
</tr>
<tr>
<td>Quarter</td>
<td>Course</td>
<td>Credits</td>
</tr>
<tr>
<td>---------</td>
<td>-------------------------------------------------------------------------</td>
<td>----------------------------------------------</td>
</tr>
<tr>
<td>13+</td>
<td>DRNP 6840 - Synthesis of Pediatric Primary Care (3 cr. didactic)</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>PRCM 6840 - Advanced Pediatric Nursing Practicum IV: Synthesis Care (2 cr. cr.) = 160 clinical hours</td>
<td>2 cr.</td>
</tr>
<tr>
<td></td>
<td>NURS 8703 - DNP Project Completion (if needed to complete DNP Project after all other coursework has been completed)</td>
<td>3 cr. per term, taken continuously until completion of the DNP project</td>
</tr>
</tbody>
</table>

### MSN-DNP Entry Course Sequence

The MSN-DNP entry course sequence is as follow.

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>NURS 8002 - Foundations and Essentials for the Doctor of Nursing Practice</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>NURS 8114 - Theoretical and Scientific Foundations of Nursing</td>
<td>5 cr.</td>
</tr>
<tr>
<td>2</td>
<td>NURS 8201 - Research for Evidence Based Practice</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>NURS 8302 - Leading Organizations for Quality Improvement Initiatives (4 didactic, 1 practicum = 80 hrs)</td>
<td>5 cr.</td>
</tr>
<tr>
<td>3</td>
<td>NURS 8702 - DNP Project Mentoring (taken as companion course throughout the program of study until project completed)</td>
<td>0 cr.</td>
</tr>
<tr>
<td></td>
<td>NURS 8210 - Transforming Nursing and Healthcare Through Technology</td>
<td>5 cr.</td>
</tr>
<tr>
<td>Quarter</td>
<td>Course</td>
<td>Credits</td>
</tr>
<tr>
<td>---------</td>
<td>--------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>4</td>
<td>NURS 8502 - Evidence Based Practice I (3 didactic, 2 cl. cr.) = 160 clinical hours</td>
<td>5 cr.</td>
</tr>
<tr>
<td>4</td>
<td>DNRS 6501 - Advanced Pathophysiology</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>DNRS 6521 - Advanced Pharmacology</td>
<td>5 cr.</td>
</tr>
<tr>
<td>5</td>
<td>DNRS 6512 - Advanced Health Assessment and Diagnostic Reasoning</td>
<td>5 cr.</td>
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<td>6</td>
<td>DNRS 6800 - Advanced Pediatric Development and Behavior</td>
<td>5 cr.</td>
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<td>7</td>
<td>DRNP 6810 - Primary Care Approaches for Children (3 cr. didactic)</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>PRCM 6810 - Advanced Pediatric Nursing Practicum I: Primary Care (2 cl. cr.) = 160 clinical hours</td>
<td>2 cr.</td>
</tr>
<tr>
<td></td>
<td>NURS 8100 - Healthcare Policy and Advocacy</td>
<td>5 cr.</td>
</tr>
<tr>
<td>8</td>
<td>NURS 8310 - Epidemiology and Population Health</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>DRNP 6820 - Management of Complex Pediatric Conditions (3 cr. didactic)</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>PRCM 6820 - Advanced Pediatric Nursing Practicum II: Complex Care (2 cl. cr.) = 160 clinical hours</td>
<td>2 cr.</td>
</tr>
<tr>
<td>9</td>
<td>DRNP 6830 - Management of Specialized Populations (3 cr. didactic)</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>PRCM 6830 - Advanced Pediatric Nursing Practicum III: Specialized Care (2 cl. cr.) = 160 clinical hours</td>
<td>2 cr.</td>
</tr>
<tr>
<td></td>
<td>NURS 8503 - Evidence Based Practice II (3 cr. didactic and 2 cr. clinical) = 160 hours</td>
<td>5 cr.</td>
</tr>
<tr>
<td>Quarter</td>
<td>Course</td>
<td>Credits</td>
</tr>
<tr>
<td>---------</td>
<td>------------------------------------------------------------------------</td>
<td>----------------------------------------------</td>
</tr>
<tr>
<td>10+</td>
<td>DRNP 6840 - Synthesis of Pediatric Primary Care (3 cr. didactic)</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>PRCM 6840 - Advanced Pediatric Nursing Practicum IV: Synthesis Care (2 cl. cr.) = 160 clinical hours</td>
<td>2 cr.</td>
</tr>
<tr>
<td></td>
<td>NURS 8703 - DNP Project Completion (if needed to complete DNP Project after all other coursework has been completed)</td>
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**Note on Certification**

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Psychiatric-Mental Health Nurse Practitioner - Doctor of Nursing Practice (DNP)

The Psychiatric Mental Health Nurse Practitioner (PMHNP) is an advanced practice registered nurse trained to provide a wide range of mental health services to patients and families in a variety of settings. PMHNPs diagnose, conduct therapy, and prescribe medications for patients who have psychiatric disorders, medical organic brain disorders, or substance abuse problems. They are licensed to provide emergency psychiatric services, conduct psychosocial and physical assessment of their patients, develop and manage treatment plans, and provide ongoing manage patient care. They may also serve as consultants or as educators for families and staff. The PMHNP has a focus on making a psychiatric diagnosis, differentiates between medical disorders with psychiatric symptoms, and orders appropriate medications to treat various psychiatric disorders. A PMHNP can often practice autonomously, depending on state licensure laws.

Graduates of Walden’s program will be eligible to take the national certifying examination, PMHNP—Across the Lifespan, through the American Nurses Credentialing Center (ANCC).

Minimum Completion Requirements

BSN-DNP entry: 95 quarter credits. MSN-DNP entry: 85 quarter credits

    Doctoral Writing Assessment (0 cr.)
Foundation course (5 cr.)
   BSN-DNP entry only: Essential courses (10 cr.)
      DNRS 6052 - Essentials of Evidence-Based Practice
      DNRS 6211 - Finance and Economics in Healthcare Delivery
Core courses (40 cr.)
Specialization courses (40 cr.)
Completion of DNP Project
Doctoral Mentoring (0 cr.)
Doctoral DNP Project Completion (if needed to complete DNP Project after all
other coursework has been completed; 3 cr. per term, taken continuously until
completion of the DNP Project)

Specialization Courses (40 cr.)

   DNRS 6501 - Advanced Pathophysiology
   DNRS 6521 - Advanced Pharmacology
   DNRS 6512 - Advanced Health Assessment and Diagnostic Reasoning
   DNRS 6630 - Psychopharmacologic Approaches to Treatment of Psychopathology
   DRNP 6645 - Psychotherapy With Multiple Modalities
   PRCM 6645 - Psychotherapy With Multiple Modalities Practicum
   DRNP 6635 - Psychopathology and Diagnostic Reasoning
   PRCM 6635 - Psychopathology and Diagnostic Reasoning Practicum
   DRNP 6665 - Psychiatric Mental Health Nurse Practitioner Care Across the Lifespan I
   PRCM 6665 - Psychiatric Mental Health Nurse Practitioner Care Across the Lifespan I Practicum
   DRNP 6675 - Psychiatric Mental Health Nurse Practitioner Care Across the Lifespan II
   PRCM 6675 - Psychiatric Mental Health Nurse Practitioner Care Across the Lifespan II Practicum

Course Sequences

BSN-DNP Entry Course Sequence

The BSN-DNP entry course sequence is as follows.

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>NURS 8002 - Foundations and Essentials for the Doctor of Nursing Practice</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>DNRS 6052 - Essentials of Evidence Based Practice</td>
<td>5 cr.</td>
</tr>
<tr>
<td>Quarter</td>
<td>Course</td>
<td>Credits</td>
</tr>
<tr>
<td>---------</td>
<td>------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>2</td>
<td>DNRS 6211 - Finance and Economics in Healthcare Delivery</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>NURS 8114 - Theoretical and Scientific Foundations of Nursing</td>
<td>5 cr.</td>
</tr>
<tr>
<td>3</td>
<td>NURS 8201 - Research for Evidence Based Practice</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>NURS 8302 - Leading Organizations for Quality Improvement Initiatives (4 didactic, 1 practicum = 80 hrs.)</td>
<td>5 cr.</td>
</tr>
<tr>
<td>4</td>
<td>NURS 8702 - DNP Project Mentoring (taken as companion course throughout the program of study until project completed)</td>
<td>0 cr.</td>
</tr>
<tr>
<td></td>
<td>NURS 8210 - Transforming Nursing and Healthcare Through Technology♦</td>
<td>5 cr.</td>
</tr>
<tr>
<td>5</td>
<td>NURS 8502 - Evidence Based Practice I (3 didactic, 2 cl. cr.) = 160 clinical hours</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>DNRS 6501 - Advanced Pathophysiology♦</td>
<td>5 cr.</td>
</tr>
<tr>
<td>6</td>
<td>DNRS 6521 - Advanced Pharmacology♦</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>DNRS 6512 - Advanced Health Assessment and Diagnostic Reasoning♦</td>
<td>5 cr.</td>
</tr>
<tr>
<td>7</td>
<td>DNRS 6630 - Psychopharmacologic Approaches to Treatment of Psychopathology</td>
<td>5 cr.</td>
</tr>
<tr>
<td>8</td>
<td>DRNP 6635 - Psychopathology and Diagnostic Reasoning (3 cr. didactic)</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>PRCM 6635 - Psychopathology and Diagnostic Reasoning Practicum (2 cl. cr.) = 160 clinical hours</td>
<td>2 cr.</td>
</tr>
<tr>
<td></td>
<td>NURS 8100 - Healthcare Policy and Advocacy♦</td>
<td>5 cr.</td>
</tr>
<tr>
<td>Quarter</td>
<td>Course</td>
<td>Credits</td>
</tr>
<tr>
<td>---------</td>
<td>------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>9</td>
<td>NURS 8310 - Epidemiology and Population Health</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>DRNP 6645 - Psychotherapy With Multiple Modalities (3 cr. didactic)</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>PRCM 6645 - Psychotherapy With Multiple Modalities Practicum (2 cl. cr.) = 160 clinical hours</td>
<td>2 cr.</td>
</tr>
<tr>
<td>10</td>
<td>DRNP 6665 - Psychiatric Mental Health Nurse Practitioner Care Across the Lifespan I (3 cr. didactic)</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>PRCM 6665 - Psychiatric Mental Health Nurse Practitioner Care Across the Lifespan I Practicum (2 cl. cr.) = 160 clinical hours</td>
<td>2 cr.</td>
</tr>
<tr>
<td></td>
<td>NURS 8503 - Evidence Based Practice II (3 didactic, 2 cl. cr.) = 160 clinical hours</td>
<td>5 cr.</td>
</tr>
<tr>
<td>11+</td>
<td>DRNP 6675 - Psychiatric Mental Health Nurse Practitioner Care Across the Lifespan II (3 cr. didactic)</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>PRCM 6675 - Psychiatric Mental Health Nurse Practitioner Care Across the Lifespan II Practicum (2 cl. cr.) = 160 clinical hours</td>
<td>2 cr.</td>
</tr>
<tr>
<td></td>
<td>NURS 8703 - DNP Project Completion (if needed to complete DNP Project after all other coursework has been completed)</td>
<td>3 cr. per term, taken continuously until completion of the DNP project</td>
</tr>
</tbody>
</table>

**MSN-DNP Entry Course Sequence**

The MSN-DNP entry course sequence is as follows.
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<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
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<td>NURS 8002 - Foundations and Essentials for the Doctor of Nursing Practice</td>
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<td></td>
<td>NURS 8114 - Theoretical and Scientific Foundations of Nursing</td>
<td>5 cr.</td>
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<td>NURS 8201 - Research for Evidence Based Practice</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>NURS 8302 - Leading Organizations for Quality Improvement Initiatives (4 didactic, 1 practicum = 80 hrs)</td>
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</tr>
<tr>
<td>3</td>
<td>NURS 8702 - DNP Project Mentoring (taken as companion course throughout the program of study until project completed)</td>
<td>0 cr.</td>
</tr>
<tr>
<td></td>
<td>NURS 8210 - Transforming Nursing and Healthcare Through Technology</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>NURS 8502 - Evidence Based Practice I (3 didactic, 2 cl. cr.) = 160 clinical hours</td>
<td>5 cr.</td>
</tr>
<tr>
<td>4</td>
<td>DNRS 6501 - Advanced Pathophysiology</td>
<td>5 cr.</td>
</tr>
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<td></td>
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<td>5 cr.</td>
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<td>3 cr.</td>
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<td>7</td>
<td>PRCM 6635 - Psychopathology and Diagnostic Reasoning Practicum (2 cl. cr.) = 160 clinical hours</td>
<td>2 cr.</td>
</tr>
<tr>
<td></td>
<td>NURS 8100 - Healthcare Policy and Advocacy</td>
<td>5 cr.</td>
</tr>
<tr>
<td>Quarter</td>
<td>Course</td>
<td>Credits</td>
</tr>
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<td>---------</td>
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<td>NURS 8310 - Epidemiology and Population Health</td>
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<td></td>
<td>DRNP 6645 - Psychotherapy With Multiple Modalities (3 cr. didactic)</td>
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<td>3 cr.</td>
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<td></td>
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<td>2 cr.</td>
</tr>
<tr>
<td>9</td>
<td>NURS 8503 - Evidence Based Practice II (3 cr. didactic and 2 cr. clinical) = 160 hours</td>
<td>5 cr.</td>
</tr>
<tr>
<td>10+</td>
<td>DRNP 6675 - Psychiatric Mental Health Nurse Practitioner Care Across the Lifespan II (3 cr. didactic)</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>PRCM 6675 - Psychiatric Mental Health Nurse Practitioner Care Across the Lifespan II Practicum (2 cl. cr.) = 160 clinical hours</td>
<td>2 cr.</td>
</tr>
<tr>
<td></td>
<td>NURS 8703 - DNP Project Completion (if needed to complete DNP Project after all other coursework has been completed)</td>
<td>3 cr. per term, taken continuously until completion of the DNP project</td>
</tr>
</tbody>
</table>

Note on Licensure

Walden's DNP nurse practitioner specializations are designed to academically prepare graduates with an active registered nurse (RN) license to practice in the United States as nurse practitioners. However, each state has its own academic preparation and authority to practice requirements and issues its own license for an RN to be permitted.
to practice as a nurse practitioner in that state. Learn more about professional licensure.

No graduate program can guarantee that graduates will obtain licensure to practice as a nurse practitioner. We encourage students to consult the appropriate board of nursing or regulatory authority in the states or jurisdictions in which they reside or intend to seek licensure to determine specific requirements. Walden Enrollment Specialists can provide information relating to licensure; however, it remains the individual's responsibility to understand, evaluate, and comply with all requirements relating to licensure for the state in which they intend to practice, as requirements vary widely.

Note on Certification

Walden's DNP NP specializations are designed to academically prepare graduates to apply for national certification. Walden makes no representations or guarantees that completion of Walden coursework or programs will permit an individual to achieve national certification. We encourage students to consult an appropriate certifying body for the specific certification eligibility requirements. Students should also consult their state board of nursing or other state agency to determine what certifications are required or accepted in that state. It is an individual's responsibility to understand, evaluate, and comply with all requirements relating to national certification, as requirements vary widely. For more information about nurse practitioner certification exams, students should visit the American Academy of Nurse Practitioners Certification Board at www.aanpcert.org, the American Nurses Credentialing Center at www.nursingworld.org/ancc, or other nurse practitioner certification websites.

Note on Field Experience and Relocating

Students who are considering relocating are advised to contact their student success advisor prior to any decision to relocate in order to determine how relocation may impact progress in their program. Advisors can provide information and guidance on how relocating may result in possible changes, restrictions, and/or additional requirements affecting field experience. Each Board of Nursing and Higher Education Authority governs the field experience rules and regulations in their respective states, and students may be unable to complete field experience in the state in which they plan to relocate. While Walden is committed to working collaboratively with students to secure field sites across the United States, it is imperative that students contact their student success advisor immediately when considering relocating.

Focus Areas
Healthcare Administration - PhD in Nursing

The Healthcare Administration focus area prepares students to administer healthcare programs and services through the application of best practices in leadership, professionalism, ethics, and strategic planning. With an emphasis on working collaboratively and effectively with diverse populations, students will examine the principles of social justice implicit in healthcare decisions and practice. Students will also explore the theoretical underpinnings of governance and public policy in healthcare administration. Throughout the dissertation process, students will be supported by scholar-practitioner faculty members.

BSN-PhD Entry

BSN-PhD entry: 106 quarter credits.

BSN-PhD Entry Core Courses (50 cr.)

Choose four (20 cr.) of the following courses:
- DNUR 6201 - Leadership in Nursing and Healthcare
- DNUR 6211 - Finance and Economics in Healthcare Delivery
- DNUR 6221 - Managing Human Resources
- DNUR 6223 - Healthcare Quality Assurance and Risk Management in Healthcare Organizations
- DNUR 6227 - Current Issues in Health Policy
- DNUR 6231 - Healthcare Systems and Quality Outcomes
- DNUR 6224 - Quality Assurance and Regulatory Compliance

Complete all of the following courses:
- NURS 8112 - Theoretical and Scientific Foundations of Nursing Research
- NURS 8100 - Healthcare Policy and Advocacy
- NURS 8301 - Leading Organizations for Quality Improvement Initiatives
- NURS 8210 - Transforming Nursing and Healthcare Through Technology
- NURS 8250 - Advanced Theoretical and Scientific Perspectives in Nursing
- NURS 8551 - Preparing for Dissertation

BSN-PhD Entry Focus Area Courses (15 cr.)

Choose any three of the following courses:
- HLTH 8500 - Human Resources Management and Organizational Development and Leadership for Healthcare Administrators
- HLTH 8300 - Law, Ethics, and Policy in Healthcare Administration
- HLTH 8465 - Strategic Planning: Collaboration, Cooperation, and Coordination
- HLTH 8750 - Trends and Issues in Executive Level Management for Healthcare Administrators

MSN-PhD Entry
MSN-PhD entry: 81 quarter credits.

MSN-PhD Entry Core Courses (25 cr.)

NURS 8112 - Theoretical and Scientific Foundations of Nursing Research
NURS 8301 - Leading Organizations for Quality Improvement Initiatives
NURS 8250 - Advanced Theoretical and Scientific Perspectives in Nursing
NURS 8210 - Transforming Nursing and Healthcare Through Technology
NURS 8551 - Preparing for Dissertation

MSN-PhD Entry Focus Area Courses (15 cr.)

Choose any three of the following courses:

HLTH 8500 - Human Resources Management and Organizational Development and Leadership for Healthcare Administrators
HLTH 8300 - Law, Ethics, and Policy in Healthcare Administration
HLTH 8465 - Strategic Planning: Collaboration, Cooperation, and Coordination
HLTH 8750 - Trends and Issues in Executive Level Management for Healthcare Administrators

*Interdisciplinary Health Focus - PhD in Nursing*

Students may create their own Interdisciplinary Health focus area by choosing three courses from any of the four other PhD in Nursing specializations: Education, Healthcare Administration, Leadership, and Public Health Policy. Each course must be from a different focus area. Throughout the dissertation process, students will be supported by scholar-practitioner faculty members.

BSN-PhD Entry

BSN-PhD entry: 106 quarter credits.

BSN-PhD Entry Core Courses (50 cr.)

Choose four (20 cr.) of the following courses:

DNUR 6201 - Leadership in Nursing and Healthcare
DNUR 6211 - Finance and Economics in Healthcare Delivery
DNUR 6221 - Managing Human Resources
DNUR 6231 - Healthcare Systems and Quality Outcomes
DNUR 6710 - Public Health Nursing Theory and Practice
PUBH 6034 - Environmental Health: Local to Global
DNUR 6321 - Curriculum Development, Assessment, and Evaluation
DNUR 6370 - Foundational Skills for Nurse Educators in Academic and Healthcare Environments
DNUR 6331 - Teaching Learning Strategies: Integrating Technology Into Nursing Education
Complete all of the following courses:

BSN-PhD Entry Focus Area Courses (15 cr.)

Choose one course from each area.

Area 1
- NURS 8540 - Academic Nursing Faculty Role Development
- NURS 8542 - Curriculum Change: Applying Research Strategies to Prepare Tomorrow’s Nursing Education Programs
- NURS 8544 - Strategies for Teaching Innovations in Nursing Education
- NURS 8546 - Strategies for Innovation in Nursing Education

Area 2
- HLTH 8136 - Leadership, Professionalism, and Ethics in Public Health Practice
- HLTH 8392 - The Language of Leadership
- HLTH 8111 - Leadership and Organizational Change

Area 3
- HLTH 8750 - Trends and Issues in Executive Level Management for Healthcare Administrators
- HLTH 8300 - Law, Ethics, and Policy in Healthcare Administration
- HLTH 8465 - Strategic Planning: Collaboration, Cooperation, and Coordination
- HLTH 8500 - Human Resources Management and Organizational Development and Leadership for Healthcare Administrators

MSN-PhD Entry

MSN-PhD entry: 81 quarter credits.

MSN-PhD Entry Core Courses (25 cr.)

- NURS 8112 - Theoretical and Scientific Foundations of Nursing Research
- NURS 8301 - Leading Organizations for Quality Improvement Initiatives
- NURS 8250 - Advanced Theoretical and Scientific Perspectives in Nursing
- NURS 8210 - Transforming Nursing and Healthcare Through Technology
- NURS 8551 - Preparing for Dissertation

MSN-PhD Entry Focus Area Courses (15 cr.)

Choose one course from each area:
Area 1
NURS 8540 - Academic Nursing Faculty Role Development
NURS 8542 - Curriculum Change: Applying Research Strategies to Prepare Tomorrow's Nursing Education Programs
NURS 8544 - Strategies for Teaching Innovations in Nursing Education
NURS 8546 - Strategies for Innovation in Nursing Education

Area 2
HLTH 8136 - Leadership, Professionalism, and Ethics in Public Health Practice
HLTH 8392 - The Language of Leadership
HLTH 8111 - Leadership and Organizational Change

Area 3
HLTH 8750 - Trends and Issues in Executive Level Management for Healthcare Administrators
HLTH 8300 - Law, Ethics, and Policy in Healthcare Administration
HLTH 8465 - Strategic Planning: Collaboration, Cooperation, and Coordination
HLTH 8500 - Human Resources Management and Organizational Development and Leadership for Healthcare Administrators

Leadership - PhD in Nursing

The Leadership focus area helps prepare students to be healthcare leaders who can work effectively with diverse workforces and communities under varying political and economic conditions. They will explore competencies in organizational change management, team building, mediation, collaboration, and systems thinking and planning. Students will examine the theoretical underpinnings of leadership and ethics, as well as the professional attributes, skills, styles, and strategies required to advance organizational goals. The use of dynamic language techniques by leadership will be explored, providing students with a practical foundation for motivating, inspiring, and managing their organizations through effective communication. Throughout the dissertation process, students will be supported by scholar-practitioner faculty members as they pursue individual research in an interest area of healthcare leadership.

BSN-PhD Entry

BSN-PhD entry: 106 quarter credits.

BSN-PhD Entry Core Courses (50 cr.)

Choose four (20 cr.) of the following courses:
DNUR 6201 - Leadership in Nursing and Healthcare
DNUR 6211 - Finance and Economics in Healthcare Delivery
DNUR 6241 - Strategic Planning in Healthcare Organizations
DNUR 6231 - Healthcare Systems and Quality Outcomes
DNUR 6226 - Introduction to Healthcare Policy
Complete all of the following courses:

- **NURS 8112** - Theoretical and Scientific Foundations of Nursing Research
- **NURS 8100** - Healthcare Policy and Advocacy
- **NURS 8301** - Leading Organizations for Quality Improvement Initiatives
- **NURS 8210** - Transforming Nursing and Healthcare Through Technology
- **NURS 8250** - Advanced Theoretical and Scientific Perspectives in Nursing
- **NURS 8551** - Preparing for Dissertation

BSN-PhD Entry Focus Area Courses (15 cr.)

Choose any three of the following courses:

- **HLTH 8136** - Leadership, Professionalism, and Ethics in Public Health Practice
- **HLTH 8031** - Public Health Administration and Leadership
- **HLTH 8392** - The Language of Leadership
- **HLTH 8111** - Leadership and Organizational Change

**MSN-PhD Entry**

**MSN-PhD entry:** 81 quarter credits.

**MSN-PhD Entry Core Courses (25 cr.)**

- **NURS 8112** - Theoretical and Scientific Foundations of Nursing Research
- **NURS 8301** - Leading Organizations for Quality Improvement Initiatives
- **NURS 8210** - Transforming Nursing and Healthcare Through Technology
- **NURS 8250** - Advanced Theoretical and Scientific Perspectives in Nursing
- **NURS 8551** - Preparing for Dissertation

**MSN-PhD Entry Focus Area Courses (15 cr.)**

Choose any three of the following courses:

- **HLTH 8136** - Leadership, Professionalism, and Ethics in Public Health Practice
- **HLTH 8031** - Public Health Administration and Leadership
- **HLTH 8392** - The Language of Leadership
- **HLTH 8111** - Leadership and Organizational Change

**Nursing Education - PhD in Nursing**

The Nursing Education focus area prepares nursing professionals to design, deliver, and evaluate nursing and health sciences courses and programs in nursing schools and other healthcare or educational settings. With a focus on applying theory to practice, coursework examines behavioral, cognitive, and constructivist learning theories; distance education principles and instructional design; and the use of multimedia technology to facilitate learning.
BSN-PhD Entry

BSN-PhD entry: 106 quarter credits.

BSN-PhD Entry Core Courses (50 cr.)

Choose four (20 cr.) of the following courses:
DNUR 6050 - Policy and Advocacy for Improving Population Health
DNUR 6370 - Foundational Skills for Nurse Educators in Academic and Healthcare Environments
DNUR 6321 - Curriculum Development, Assessment, and Evaluation
DNUR 6331 - Teaching Learning Strategies: Integrating Technology Into Nursing Education

Complete all of the following courses:
NURS 8112 - Theoretical and Scientific Foundations of Nursing Research
NURS 8100 - Healthcare Policy and Advocacy
NURS 8301 - Leading Organizations for Quality Improvement Initiatives
NURS 8250 - Advanced Theoretical and Scientific Perspectives in Nursing
NURS 8210 - Transforming Nursing and Healthcare Through Technology
NURS 8551 - Preparing for Dissertation

BSN-PhD Entry Focus Area Courses (15 cr.)

Choose any three of the following courses:
NURS 8540 - Academic Nursing Faculty Role Development
NURS 8542 - Curriculum Change: Applying Research Strategies to Prepare Tomorrow's Nursing Education Programs
NURS 8544 - Strategies for Teaching Innovations in Nursing Education
NURS 8546 - Strategies for Innovation in Nursing Education

MSN-PhD Entry

MSN-PhD entry: 81 quarter credits.

MSN-PhD Entry Core Courses (25 cr.)

NURS 8112 - Theoretical and Scientific Foundations of Nursing Research
NURS 8301 - Leading Organizations for Quality Improvement Initiatives
NURS 8250 - Advanced Theoretical and Scientific Perspectives in Nursing
NURS 8210 - Transforming Nursing and Healthcare Through Technology
NURS 8551 - Preparing for Dissertation

MSN-PhD Entry Focus Area Courses (15 cr.)

Choose any three of the following courses:
Population Health - PhD in Nursing

Students in this focus area have the opportunity to develop leadership and advanced population health nursing skills in community-based assessment, program planning, interventions, and outcomes. Students learn to design and influence population health at the local, regional, and global levels by analyzing risk factors of disease and how to initiate preventative measures by conducting research to improve the health care needs of communities and populations. Students also explore how data is used to form policy recommendations and to draft legislation that promotes the equal distribution of health resources and reductions in health risks.

BSN-PhD Entry

BSN-PhD entry: 106 quarter credits.

BSN-PhD Entry Core Courses (50 cr.)

- PUBH 6475 - Program Planning, Implementation, and Evaluation
- DNUR 6710 - Public Health Nursing Theory and Practice
- PUBH 6034 - Environmental Health: Local to Global
- DNUR 6052 - Essentials of Evidence-Based Practice
- NURS 8112 - Theoretical and Scientific Foundations of Nursing Research
- NURS 8100 - Healthcare Policy and Advocacy
- NURS 8301 - Leading Organizations for Quality Improvement Initiatives
- NURS 8210 - Transforming Nursing and Healthcare Through Technology
- NURS 8250 - Advanced Theoretical and Scientific Perspectives in Nursing
- NURS 8551 - Preparing for Dissertation

BSN-PhD Entry Focus Area Courses (15 cr.)

Choose any three of the following courses:

- NURS 8310 - Epidemiology and Population Health
- PUBH 8038 - Health Behavior Theory
- PHLT 8402 - Applied Leadership and Multicultural Perspectives in Public Health
- PHLT 8051 - Advanced Issues in Global Public Health

MSN-PhD Entry
MSN-PhD entry: 81 quarter credits

MSN-PhD Entry Core Courses (25 cr.)

NURS 8112 - Theoretical and Scientific Foundations of Nursing Research
NURS 8301 - Leading Organizations for Quality Improvement Initiatives
NURS 8230 - Advanced Theoretical and Scientific Perspectives in Nursing
NURS 8210 - Transforming Nursing and Healthcare Through Technology
NURS 8551 - Preparing for Dissertation

MSN-PhD Entry Focus Area Courses (15 cr.)

Choose only three courses from the options below.

NURS 8310 - Epidemiology and Population Health
PUBH 8038 - Health Behavior Theory
PHLT 8402 - Applied Leadership and Multicultural Perspectives in Public Health
PHLT 8051 - Advanced Issues in Global Public Health
College of Psychology and Community Services

Bachelor's Degree Programs

**BS in Criminal Justice**

Walden University’s BS in Criminal Justice program is designed to help students gain the skills and knowledge to prepare for a career in law enforcement, the justice system, corrections, homeland security, and social services. The program blends contemporary theory on the nature, extent, and cause of crime with the study of national and international criminal justice practices. Learning is supported through coursework and a final capstone project. The curriculum is based on the recommendations of the Academy of Criminal Justice Sciences. The program can help prepare students to become more effective social change agents in criminal justice organizations at the local, state, federal, or international levels.

**Note:** The BS in Criminal Justice program is offered in two different learning modalities: the course-based modality and the competency-based modality, Tempo Learning®.

**Learning Outcomes**

At the end of the program, students will be able to:

- Explain concepts, theoretical perspectives, empirical findings, and trends in criminal justice.
- Demonstrate the ability to apply legal and ethical principles to the criminal justice system.
- Describe the structure, function, and interaction of key institutions in criminal justice.
- Discuss the patterns, typologies, and root causes of crime.
- Apply criminal justice concepts, processes, and practices to social justice and social change.

**Competency-Based Education**
In addition to the course-based option described below, students can choose to earn their BS in Criminal Justice through the competency-based education modality. Upon successful completion of program requirements, students will earn the same Walden degree in either modality. See the BS in Criminal Justice (Competency Based) page for program details.

Course-Based Program

Concentrations

- Advanced Topics in Criminal Justice (AIM)
- Computer Information Systems and Security
- Corrections and Human Services
- Crime and Criminal Investigation
- Crime and Criminals
- Criminal Justice Management and Administration
- Criminal Justice Management and Administration (AIM)
- Homeland Security
- Human Services for Criminal Justice
- Self-Designed

Degree Requirements

- 181 total quarter credits
  - General education courses (46 cr.)*
  - Core courses (45 cr.)
  - Concentration courses (20 cr.)
  - Elective courses (65 cr.)
  - Capstone course (5 cr.)

*Review the list of required general education courses by program.

Curriculum

General Education Courses (46 cr.)

See the general education section of this Walden University Catalog.

Note: A minimum of 60 quarter credits must be completed at the 3000 or 4000 level in order to meet program requirements. In some cases, this means that students will need to select 3000 or 4000 level courses as either general education or elective options. Students should consult their student success advisor if they have questions about individual program requirements.
First Term Course

HMNT 1001 - Living and Learning in the Technological World

Core Courses (45 cr.)

CRJS 1001 - Contemporary Criminal Justice Systems
CRJS 2001 - Criminology and Social Control
CRJS 2002 - Juvenile Delinquency and Justice
CRJS 2003 - Criminal Law
CRJS 3001 - Corrections
CRJS 3002 - Courts and Judicial Process
CRJS 3003 - Law Enforcement
CRJS 3004 - Data Analysis for Criminal Justice Professionals
CRJS 4203 - Introduction to Victimology

Concentration Courses (20 cr.)

These courses are dependent upon the particular concentration. Please see the course list on each concentration page.

Electives (65 cr.)

Choose 13 courses from general education, BS in Criminal Justice, or other Walden bachelor’s degree programs. Elective credits should total 65 to meet the program requirements. At least 10 credits must be at the 3000, 4000, or 5000 level. Students may also be eligible to transfer previous credit to meet your elective requirements.

Capstone Course (5 cr.)

CRJS 4160 - Capstone: Ethics and Diversity in Criminal Justice

Note on Licensure

Walden's BS in Criminal Justice program is not considered a Professional Peace Officer Education Program for the state of Minnesota and is not designed or intended to prepare graduates for licensure as a peace officer, police officer, or other law enforcement officer in any state.

BS in Criminal Justice (Competency Based)

Tempo Learning® is Walden's competency-based education modality, an alternative way of earning a Walden degree offered for some Walden programs. Instead of courses, the Walden Tempo Learning® program is comprised of competencies and rigorous assessments. Students progress through the Tempo Learning® model by successfully
passing competency assessments. A student must successfully achieve or master all competency assessments to graduate from the program.

Students earn the same Walden degree whether they choose the course-based or the competency-based modality.

Concentrations

Crime and Criminal Investigation

Degree Requirements

180 total quarter credits
General education courses (45 cr.)
Core competencies (45 cr.)
Concentration courses (20 cr.)
Elective competencies (65 cr.)
Capstone competencies (5 cr.)

Curriculum

General Education Courses (45 cr.)

See the general education section of this Walden University Catalog.

Note: A minimum of 60 quarter credits must be completed at the 3000 or 4000 level in order to meet program requirements. In some cases, this means that students will need to select 3000- or 4000-level courses as either general education or elective options. Students should consult their student success advisor if they have questions about individual program requirements.

Core Competencies (45 cr.)

CRJS 1001 - Contemporary Criminal Justice Systems ♦
CJ1001 The Contemporary Criminal Justice System
   Analyze roles and responsibilities in an evolving criminal justice system.
CJ1002 Crime and Reporting
   Compare the perception of crime occurrence and crime reporting to address public misconceptions.
CJ1003 Mental Health and the Criminal Justice System
   Differentiate between mental health issues and criminal behavior in criminal justice practice.
CJ1004 Diversion, Sentencing, and Corrections
   Distinguish between diversionary responses to crime, sentencing rationale, and corrections rationale.

CRJS 2001 - Criminology and Social Control
   SG2001 Definitions and Typologies of Crime and Deviation
      Differentiate between crime and deviance.
   SG2002 Social Control
      Analyze forms of social control and their relationships to society and criminal justice.
   SG2003 Theory in Criminology
      Compare the application of the classical school and the positivist school of criminological theory in criminal justice practice.
   SG2004 Community Approaches to Social Problems and Law Enforcement
      Develop a community-based law enforcement plan to address a community problem.

CRJS 2002 - Juvenile Delinquency and Justice
   JD2001 The Evolving Definition of Juvenile
      Analyze the qualifications for juvenile distinction in the criminal justice system.
   JD2002 Factors That Influence Juvenile Delinquency
      Distinguish between biological, psychological, and sociological influences of juvenile delinquency.
   JD2003 Working with Juvenile Offenders
      Apply strategies for working with juveniles based on adjudication decisions.
   JD2004 The Criminal Courts and Juvenile Offenders
      Recommend an offender to either family and juvenile court or adult criminal court.

CRJS 2003 - Criminal Law
   LA2001 Criminal Responsibility Under Criminal Law
      Compare criminal responsibility in varied settings.
   LA2002 Classifications of Defense
      Apply classifications of justification in criminal justice settings.
   LA2003 Prosecutorial Roles
      Differentiate between prosecutorial roles and decisions in the criminal justice system.
   LA2004 The Role of Jurisdiction and Precedent in Criminal Law
      Apply international, federal, state, or local law to criminal justice practice.

CRJS 3001 - Corrections
CX3001 The History and Evolution of Corrections Systems
   Analyze the history and evolution of corrections systems.

CX3002 Corrections Philosophy and Theory
   Apply philosophical orientations, concepts, and theories of corrections practice.

CX3003 Corrections Practice in Institutions
   Apply corrections practice and policy recommendations in institutional corrections settings.

CX3004 Corrections Practice in Communities
   Develop a community-based corrections plan.

CRJS 3002 - Courts and Judicial Process
   JP3001 The Judicial System
      Analyze factors that contribute to choices and processes in the judicial system.
   JP3002 Roles in the Judicial System
      Analyze factors that contribute to choices and processes in the judicial system.
   JP3003 Professional Standards and Ethics
      Apply professional standards and ethics to criminal justice practice in the judicial system.
   JP3004 Justice in a Changing Society
      Apply diversity and cultural awareness to criminal justice practice in the judicial system.

CRJS 3003 - Law Enforcement
   LW3001 Law Enforcement History
      Compare historical aspects of law enforcement and policing to contemporary criminal justice practice.
   LW3002 Law Enforcement Management and Organizational Structure
      Distinguish between local, state, and federal law enforcement agencies in criminal justice practice.
   LW3003 The Use of Power in Law Enforcement
      Distinguish between the appropriate uses of power, discretion, and deception in law enforcement practice.
   LW3004 Technology in Law Enforcement
      Evaluate the influence of technological innovations in law enforcement.

CRJS 3004 - Data Analysis for Criminal Justice Professionals
   DA3001 The Role of Research in Criminal Justice
      Analyze the application of data driven research and crime analysis.
DA3002 Foundational Research Methods
Apply data analysis and foundational research methods in criminal justice settings and practice.

DA3003 Research Tools and Basic Computer Applications in Criminal Justice
Apply tools for management and organization of criminal justice data, databases, and analyses.

DA3004 Crime Analysis and Geographic Information Systems (GIS)
Apply mapping tools for crime analysis.

CRJS 4203 - Introduction to Victimology

VT4001 Crime and Victimization Theory
Analyze how victimization theory affects criminal justice practice.

VT4002 Types of Victims
Analyze how victim type affects crime reporting.

VT4003 Crime Reporting, Policy, and Victim Roles
Relate methods of crime reporting to victimization policy changes in the criminal justice process.

VT4004 Resources for Victims
Recommend appropriate resource guidance for crime victims.

Concentration Competencies (20 cr.)
These courses are dependent upon the particular concentration. Please see the course list on each concentration page.

Elective Competencies (65 cr.)
Choose 13 courses from general education, BS in Criminal Justice, or other Walden bachelor’s degree programs. Elective credits should total 65 to meet the program requirements. At least 10 credits must be at the 3000, 4000, or 5000 level. Students may also be eligible to transfer previous credit to meet their elective requirements.

Capstone Competencies (5 cr.)

CRJS 4160 - Capstone: Ethics and Diversity in Criminal Justice

DD4001 Ethics in Criminal Justice Issues
Recommend ethical approaches for decision-making, behavior, and policies that address criminal justice issues.

DD4002 Cultural Diversity in Criminal Justice
Develop a diversity policy to address bias in the criminal justice system.
BS in Forensic Psychology

This program is no longer accepting new students. Current students must complete their programs of study in accordance with Walden’s Time-to-Degree Completion policies.

The BS in Forensic Psychology program provides a broad background in general psychology with an additional strong foundation aimed specifically at forensic psychology. To further the students’ opportunities, four concentrations are offered. Graduates of the program will be prepared to work effectively and ethically with diverse populations (victims, criminals, families, children, adults, etc.) in a wide range of settings (government, courts, business, community, and correctional institutions).

Learning Outcomes

At the end of this course, students will be able to:

- Describe current issues, problems, and trends in the field of forensic psychology.
- Apply basic research methods in psychology, including research design, data analysis, and interpretation.
- Use forensic assessment strategies, including interviews and observations, to solve problems related to forensic psychology.
- Apply psychological theory and research to provide successful interventions for personal, social, and organizational issues in the realm of forensic psychology.
- Describe the role of ethical behavior in promoting social change in a variety of settings.
- Demonstrate the ability to use guidelines and standards of the profession to communicate information about psychological processes in various forensic settings.
- Discuss the importance of diversity and multicultural issues when evaluating and intervening with forensic psychology populations.
- Develop a strategy for personal and career development in the field of forensic psychology.

Concentrations

- Forensics and the Law
- Leadership and Management
- Victims and Justice
- Self-Designed

Degree Requirements

181 total quarter credits
General education courses (46 cr.)
Core courses (50 cr.)
Concentration courses (15 cr.)
Elective courses (65 cr.)
Capstone course (5 cr.)

Curriculum

General Education Courses (46 cr.)

See the General Education section of this *Walden University Catalog*.

*Note:* At least three general education courses taken must be taken at the 3000 level or higher, including SOCI 4080.

Core Courses (50 cr.)

- PSYC 1001 - Introduction to Psychology
- PSYC 2001 - Cross-Cultural Psychology
- PSYC 2009 - Theories of Personality
- PSYC 3002 - Introduction to Basic Statistics
- PSYC 3003 - Methods in Psychological Inquiry
- PSYC 3004 - Psychological Disorders
- CRJS 4102 - The Criminal Mind
- FPSY 2101 - Introduction to Forensic Psychology
- FPSY 4111 - Forensic Interviewing and Investigation
- FPSY 4112 - Forensic Assessment

Concentration Courses (15 cr.)

These courses are dependent upon the particular concentration. Please see the course list on each concentration page.

Electives (65 cr.)

Students are to select 13 additional courses to fulfill the elective requirement. At least four elective courses (20 credits) must be at the 3000 level or above in the BS in Psychology or BS in Forensic Psychology programs. For the remaining nine courses (45 credits), students may choose courses from general education courses, BS in Forensic Psychology concentration courses, or courses from any of Walden’s bachelor’s degree programs.

*Note:* Electives can also be used to complete a six-course minor. RN-BSN courses are not available to students outside the RN-BSN program.
Capstone Course (5 cr.)

FPSY 4920 - Capstone

BS in Human Services

This program prepares students to meet the growing need for qualified professionals who have a broad understanding of human services program development, implementation, and evaluation. Through this curriculum, students gain the practical skills required to assist individuals and communities in crisis. The curriculum comprises courses through which students have the opportunity to develop core human services competencies, including managing and resolving conflict, organizing community resources, and interacting with diverse communities.

Learning Outcomes

Upon completion of the program, students will be able to:

- Describe the roles of human services professional practitioners.
- Develop a professional identity as a new human service professional practitioner.
- Describe how human services related research informs the delivery of culturally sensitive human services.
- Demonstrate an understanding of the appropriate application of a variety of human services intervention strategies.
- Communicate with a variety of stakeholders in a professional manner.
- Demonstrate an ability to determine client needs based on a variety of information.
- Demonstrate skills necessary to advocate for client needs in order to support positive social change.

Concentrations

- Addictions
- Child and Adolescent Development
- Courts and the Legal System
- Criminal Justice
- Cultural Studies
- Disability Studies
- Global Social Justice and Civic Engagement
- Leadership and Administration
- Psychology
- Self-Designed
Degree Requirements

181 total quarter credits
General education courses (46 cr.)
Core courses (45 cr.)
Concentration courses (30-35 cr., depending on concentration)
Elective courses (50-55 cr., depending on concentration)
Capstone course (5 cr.)

Curriculum

BS in Human Services students should take HUMN courses when possible.

General Education Courses (46 cr.)

See the general education section of this Walden University Catalog.

Note: At least three general education courses taken must be at the 3000 level or higher, including SOCI 4080.

Core Courses (45 cr.)

HUMN 1030 - The Human Services Professional Practitioner: The Humanitarian in Practice
HUMN 2007 - Developing the Helping Relationship
HUMN 2050 - Understanding Urban Culture and Community Assessment
HUMN 3010 - Crisis and Positive Intervention
HUMN 3013 - Person-Centered Planning and Case Management
HUMN 4003 - Measuring Effectiveness of Human Services Delivery
HUMN 4009 - Cultural Humility and Diversity
HUMN 4010 - Mental Health Crisis Response
HUMN 4020 - Advocacy in the Global Community

Concentration Courses (30–35 cr.)

These courses are dependent upon the particular concentration. Please see the course list on each concentration page.

Electives (50–55 cr.)

Electives are dependent upon the particular concentration. Please see the elective requirements on each concentration page.

Capstone Course (5 cr.)
BS in Psychology

Build a gratifying career and become a positive force in people's lives. You want more than just a job—you want a meaningful career. Build the foundation for a rewarding future with our online BS in Psychology program. Explore the latest psychology concepts, research, and theories, and gain the skills to help others improve their lives.

Learning Outcomes

At the end of this program, students will be able to:

- Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
- Understand and apply basic research methods in psychology, including research design and data analysis and interpretation.
- Respect and use critical and creative thinking, skeptical inquiry, and, when possible, a scientific approach to solve problems related to behavior and mental processes.
- Understand and apply psychological principles to personal, social, and organizational issues.
- Tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a science serving a global society.
- Apply cultural competencies to effective and sensitive interactions with people from diverse backgrounds and cultural perspectives.

Concentrations

- Accelerate Into Master's (AIM)
- Addiction
- Applied Psychology
- Child and Adolescent Development
- Criminal Justice
- Forensic Psychology
- General Psychology
- Human Services
- Preparation for Graduate Studies
- Workplace Psychology

Degree Requirements

181 total quarter credit hours
General education courses (46 cr.)
Core courses (35 cr.)
Concentration courses (25–35 cr., depending on concentration)
Psychology elective courses (10–20 cr., depending on concentration)
Elective courses (45–65 cr., depending on concentration)

Curriculum

General Education Courses (46 cr.)

See the general education section of this Walden University Catalog.

Note: A minimum of 55 quarter credits must be completed at the 3000, 4000, or 5000 level in order to meet program requirements. In some cases, this means that students will need to select 3000 or 4000 level courses as either general education or elective options. Students should consult their student success advisor if they have questions about individual program requirements.

Core Courses (35 cr.)

PSYC 2000 - Psychology Seminar
PSYC 2001 - Cross-Cultural Psychology
PSYC 2005 - Social Influences on Behavior
PSYC 2009 - Theories of Personality
PSYC 3002 - Introduction to Basic Statistics
PSYC 3003 - Methods in Psychological Inquiry
PSYC 4010 - Psychology Capstone

Psychology Elective Courses (10–20 cr.)

Psychology elective courses are dependent upon the particular concentration. Please see the requirements on each concentration page.

Electives (40–65 cr.)

Electives are dependent upon the particular concentration. Please see the elective requirements on each concentration page.

Note on Licensure

The BS in Psychology is not a licensure program and does not prepare an individual to become a licensed psychology or counseling professional.

Other Undergraduate Options
Accelerate Into Master's (AIM)

Accelerate Into Master's (AIM) Programs

Walden University offers opportunities for undergraduate students to accelerate time to the completion of a master's degree. This option, called Accelerate Into Master's (AIM), allows undergraduate students to complete graduate-level courses, upon approval of their advisor, that will fulfill the requirements for their undergraduate program as well as graduate requirements for a future master's program.

When undergraduate students attempt a 5000-level course, they may earn a "C" in the graduate-level course but only a grade of "B" or better will carry over to the graduate program. Students who receive a "C" grade will be awarded a grade of "C,"* which will permit the grade to be used toward the undergraduate-level requirement but not toward the master's-level requirement. Students who do not pass their AIM class are not permitted to continue taking 5000-level courses. Later admission to the master's program requires that students must take that course as a master's student.

Requirements

Walden University offers several opportunities for undergraduate students in certain programs to accelerate time to completion in certain master's degree programs.

Individually programs may determine the specific eligible AIM courses and some programs may limit the number of courses available. Generally, AIM coursework should not account for more than approximately 50% of the credits needed for master's degree completion. Practicum or Capstone requirements for the master's program are not eligible to be satisfied by AIM coursework.

To be eligible to begin AIM courses, students must:

a. Have an overall GPA equal to that required for admission to the associated master's degree.* BS AIM track students must maintain a 2.5 GPA and have a transfer GPA of at least 2.5 (if transferring credits).

b. Have completed a minimum of 90 credits and any specific core requirements associated with their bachelor's program listed below. (Individual programs may determine additional prerequisites.) * BS in Psychology AIM track students do not need to meet this requirement.

c. Be in good financial standing.

d. Not have any incompletes.

AIM courses are (5000-level) graduate courses.*

a. Tuition for these courses is charged at the undergraduate rate for the course-based learning format. For Tempo Learning® these courses are included in the program's subscription cost.
b. Courses taken as an undergraduate count as fulfilling undergraduate degree requirements.

c. Grades for graduate courses taken as an undergraduate are incorporated into the undergraduate GPA only.

Students must get a "B" or better in each course to have that course applied to the master's program.

Students who do not earn a grade of "C" or better will not be allowed to take any more 5000-level courses. Later admission to the master's program requires that the student must take that course as a master's student. * BS in Psychology AIM track students may retake an AIM course a second time if they failed the first time; they must earn a grade of "C" or better the second time in order to stay in the AIM track program.

Students are expected to maintain the undergraduate GPA expected for admission to the associated master's program.

Falling below this GPA prevents the student from taking any additional graduate courses as an undergraduate student.

Upon completion of the undergraduate program requirements, students should file an Intent to Graduate Form.

Students who complete these courses successfully are not required to pursue the master's degree and/or may defer enrollment to a future date. Transfer of credit policies, including those related to expiration, would apply.

Taking AIM courses does not guarantee admission into a master's program. Upon admission to the master's program, all AIM graduate courses completed with a "B" or better are applied to graduate program. The graduate GPA is calculated based only on those graduate courses taken as a graduate student.

Institutional coursework expires within 10 years unless otherwise notated by the individual academic unit or program.

Undergraduate students may complete AIM courses to fulfill elective credits, as course substitutions approved by the program director, or they may elect a second concentration within their program of study that is designed for AIM completion. Students are encouraged to consult with Student Success Advising (if in the course-based learning format) or their Academic Coaching (if in the Tempo Learning® format) on the most appropriate plan for their program and academic goals, such as their future master’s program and time to completion.
*Note: Graduate students cannot register for AIM courses.

**AIM Program Chart**

<table>
<thead>
<tr>
<th>Master’s Program</th>
<th>Eligible Courses (specific course availability may differ within the Tempo Learning® format)</th>
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<tr>
<td>The Richard W. Riley College of Education and Human Services</td>
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<tr>
<td><strong>MS in Health Education and Promotion</strong></td>
<td>HLTH 5005 - Perspectives on Health and the Developing Professional*</td>
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<td></td>
<td>HLTH 5110 - Exploring Health Education in the 21st Century ✦</td>
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<td>HLTH 5205 - Assessing Community Needs for Health Education ✦</td>
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<td></td>
<td>HLTH 5412 - Health Education and Communication Strategies ✦**</td>
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<tr>
<td>Choose up to four courses.</td>
<td>*This course MUST be taken first.</td>
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<tr>
<td>Note: These courses are 11 weeks in length.</td>
<td><strong>HLTH 5005, HLTH 5110, and HLTH 5205 must be taken before HLTH 5412.</strong></td>
</tr>
<tr>
<td><strong>MS in Developmental Psychology</strong></td>
<td>DPSY 5111 - Themes and Theories of Developmental Psychology</td>
</tr>
<tr>
<td>Students may select up to four of these courses. Individual course prerequisites apply.</td>
<td>DPSY 5218 - Gender and Human Development</td>
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<tr>
<td>Note: These courses are 11 weeks in length.</td>
<td>DPSY 5121 - Development in the Digital Age</td>
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<td>PSYC 5215 - Lifespan Development</td>
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<tr>
<td><strong>MS in Psychology</strong></td>
<td>PSYC 5100 - Themes and Theories of Psychology ✦</td>
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<tr>
<td>Students may select up to five courses for the listed specializations. Individual course prerequisites apply.</td>
<td>PSYC 5215 - Lifespan Development</td>
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<td>Note: These courses are 11 weeks in length.</td>
<td>PSYC 5225 - Biopsychology ✦</td>
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<td>PSYC 5701 - Culture and Psychology</td>
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<td>PSYC 5781 - Psychopathology From a Clinical Perspective</td>
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<td><strong>Digital Psychology</strong></td>
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<td>PSYC 5121 - Development in the Digital Age ✦</td>
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<tr>
<td>Master's Program</td>
<td>Eligible Courses (specific course availability may differ within the Tempo Learning® format)</td>
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<td>PSYC 5123 - Personal and Social Life in the Digital World ◆</td>
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<td>PSYC 5122 - Understanding Digital Data in the Changing Economic Landscape ◆</td>
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<td>PSYC 5215 - Lifespan Development</td>
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<td>PSYC 5100 - Themes and Theories of Psychology ◆</td>
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<tr>
<td>Educational Psychology</td>
<td>PSYC 5100 - Themes and Theories of Psychology ◆</td>
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<td>PSYC 5131 - Theories of Learning ◆</td>
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<td>PSYC 5215 - Lifespan Development</td>
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<td>PSYC 5701 - Culture and Psychology</td>
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<td>PSYC 5765 - Educational Psychology</td>
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<td>General Psychology</td>
<td>PSYC 5100 - Themes and Theories of Psychology ◆</td>
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<td>PSYC 5215 - Lifespan Development</td>
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<td>PSYC 5220 - Psychology of Personality</td>
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<td>PSYC 5245 - Social Psychology</td>
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<td>PSYC 5701 - Culture and Psychology</td>
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<tr>
<td>Health Psychology</td>
<td>PSYC 5100 - Themes and Theories of Psychology ◆</td>
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<td>PSYC 5215 - Lifespan Development</td>
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<td>PSYC 5242 - Changing Health Behavior: Theory and Practice ◆</td>
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<td>PSYC 5701 - Culture and Psychology</td>
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<td>PSYC 5745 - Health Psychology</td>
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<tr>
<td>Social Psychology</td>
<td>PSYC 5100 - Themes and Theories of Psychology ◆</td>
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<td>Master's Program</td>
<td>Eligible Courses</td>
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<td>(specific course availability may differ within the Tempo Learning® format)</td>
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<td>PSYC 5245 - Social Psychology</td>
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<td>PSYC 5296 - Social Cognition and Attitudes</td>
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<td></td>
<td>PSYC 5701 - Culture and Psychology</td>
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<td></td>
<td>Self-Designed</td>
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<td></td>
<td>PSYC 5100 - Themes and Theories of Psychology</td>
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<td></td>
<td>PSYC 5215 - Lifespan Development</td>
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<tr>
<td></td>
<td>PSYC 5245 - Social Psychology</td>
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<td></td>
<td>PSYC 5701 - Culture and Psychology</td>
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<tr>
<td>College of Health Sciences and Public Policy</td>
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<tr>
<td>Master of Public Administration (MPA)</td>
<td>MMPA 5200 - Principles of Public Administration</td>
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<td>MMPA 5405 - Ethics and Social Justice</td>
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<td>MMPA 5420 - Organizational Management and Leadership</td>
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<tr>
<td></td>
<td>MMPA 5431 - Finance and Budgeting for the Public Sector</td>
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<td>MMPA 5435 - Human Resource Management: Building a Capable Workforce</td>
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<td>MMPA 5451 - Public Policy Analysis</td>
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<td>MMPA 5480 - Applied Research and Evaluation Methods</td>
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<tr>
<td>MS in Nonprofit Management and Leadership</td>
<td>NPMG 5200 - Introduction to the Nonprofit Sector</td>
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<td>NPMG 5405 - Ethics and Social Justice</td>
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<td>NPMG 5420 - Organizational Management and Leadership</td>
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<td>NPMG 5431 - Finance and Budgeting for the Nonprofit Sector</td>
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<td>NPMG 5435 - Human Resource Management: Building a Capable Workforce</td>
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</tbody>
</table>

*Note:* These courses are 11 weeks in length.
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<tr>
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<tbody>
<tr>
<td></td>
<td>NPMG 5480 - Applied Research and Evaluation Methods</td>
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<tr>
<td>College of Management and Human Potential</td>
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</tbody>
</table>
| Master of Healthcare Administration (MHA) | MMHA 5050 - U.S. Healthcare Delivery System  
MMHA 5200 - Principles of Population Health in Healthcare Administration  
MMHA 5300 - Law, Ethics, and Policy in Healthcare Administration  
MMHA 5500 - Human Resource Management and Organizational Development and Leadership for Healthcare Administrators  
Students can take no more than two master's-level courses per term.  
Students must complete all general education and core requirements before beginning AIM courses. |
| Students may select any or all of these courses. Individual course prerequisites apply. |                                                                                                   |
| Note: These courses are 11 weeks in length. |                                                                                                   |
| Master of Business Administration (MBA) | General Program or Self-Designed Specialization  
WMBA 5000 - Dynamic Leadership  
WMBA 5010 - Managing People and Promoting Collaboration  
WMBA 5020 - Fostering a Culture of Innovation  
WMBA 5030 - Managing Business Information Systems  
Healthcare Management, Human resource Management, or Project Management Specialization  
WMBA 5000 - Dynamic Leadership  
WMBA 5010 - Managing People and Promoting Collaboration |
| Students may select any or all of these courses for the listed specializations. |                                                                                                   |
| Note: These courses are 8 weeks in length. |                                                                                                   |
| MS in Leadership | General Program  
WMBA 5000 - Dynamic Leadership  
WMBA 5010 - Managing People and Promoting Collaboration |
<table>
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<tr>
<th>Master's Program</th>
<th>Eligible Courses (specific course availability may differ within the Tempo Learning® format)</th>
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</table>
| **Executive Leadership Specialization** | WMBA 5000 - Dynamic Leadership  
WMBA 5010 - Managing People and Promoting Collaboration  
WMBA 5020 - Fostering a Culture of Innovation |
| **General Program** | WMBA 5000 - Dynamic Leadership  
WMBA 5010 - Managing People and Promoting Collaboration |
| **Strategy Specialization** | WMBA 5000 - Dynamic Leadership  
WMBA 5010 - Managing People and Promoting Collaboration  
WMBA 5020 - Fostering a Culture of Innovation |
| **General Practice** | IPSY 5100 - Themes and Theories of I/O Psychology  
PSYC 5214 - Consulting for Organizational Change  
PSYC 5480 - Psychology of Organizational Behavior  
PSYC 5706 - Ethics and Standards of Industrial Organizational Psychology  
PSYC 5755 - Leadership and Leader Development |
| **Consulting Psychology** | IPSY 5100 - Themes and Theories of I/O Psychology  
PSYC 5005 - Business Concepts for the Organizational Development Professional |

**Students may select any or all of these courses for the listed specializations.**

**Note:** These courses are 8 weeks in length.

**MS in Management**

Students may select any or all of these courses for the listed specializations.

**Note:** These courses are 8 weeks in length.

**MS in Industrial and Organizational (I/O) Psychology**

Students may select up to five courses for the listed specializations. Individual course prerequisites apply.

**Note:** These courses are 11 weeks in length.
<table>
<thead>
<tr>
<th>Master's Program</th>
<th>Eligible Courses (specific course availability may differ within the Tempo Learning® format)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PSYC 5214 - Consulting for Organizational Change ◆</td>
</tr>
<tr>
<td></td>
<td>PSYC 5216 - Dynamics of Contemporary, International, and Virtual Organizations ◆</td>
</tr>
<tr>
<td></td>
<td>PSYC 5480 - Psychology of Organizational Behavior</td>
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<tr>
<td></td>
<td>Evidence-Based Coaching</td>
</tr>
<tr>
<td></td>
<td>IPSY 5100 - Themes and Theories of I/O Psychology ◆</td>
</tr>
<tr>
<td></td>
<td>PSYC 5214 - Consulting for Organizational Change ◆</td>
</tr>
<tr>
<td></td>
<td>PSYC 5480 - Psychology of Organizational Behavior</td>
</tr>
<tr>
<td></td>
<td>PSYC 5755 - Leadership and Leader Development</td>
</tr>
<tr>
<td>Human Resource Management</td>
<td>IPSY 5100 - Themes and Theories of I/O Psychology ◆</td>
</tr>
<tr>
<td></td>
<td>PSYC 5214 - Consulting for Organizational Change ◆</td>
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<tr>
<td></td>
<td>PSYC 5480 - Psychology of Organizational Behavior</td>
</tr>
<tr>
<td></td>
<td>PSYC 5755 - Leadership and Leader Development</td>
</tr>
<tr>
<td>International Business</td>
<td>IPSY 5100 - Themes and Theories of I/O Psychology ◆</td>
</tr>
<tr>
<td></td>
<td>PSYC 5214 - Consulting for Organizational Change ◆</td>
</tr>
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<td>PSYC 5216 - Dynamics of Contemporary, International, and Virtual Organizations ◆</td>
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</tr>
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</tr>
</tbody>
</table>
|                  | PSYC 5480 - Psychology of Organizational Behavior
|                  | IPSY 5100 - Themes and Theories of I/O Psychology
|                  | PSYC 5214 - Consulting for Organizational Change
|                  | PSYC 5480 - Psychology of Organizational Behavior
|                  | PSYC 5755 - Leadership and Leader Development |
|                  | **College of Nursing** |
| Master of Science in Nursing (MSN) | NURS 5050 - Policy and Advocacy for Improving Population Health
| | NURS 5051 - Transforming Nursing and Healthcare Through Technology
| | NURS 5052 - Essentials of Evidence-Based Practice
| | Students must be admitted to the RN-BSN-MSN track to complete these AIM courses. |
|                  | **College of Psychology and Community Services** |
| MS in Forensic Psychology | FPSY 5102 - Intersection of Crime, Psychology, and the Law
| | FPSY 5115 - Understanding Forensic Psychology Research
| | FPSY 5126 - Understanding Violence, Risk, and Threat Assessment
| | FPSY 5135 - Criminal Behavior
| | FPSY 5720 - Abnormal Behavior |
| MS in Human Services | HUMN 5162 - Cultural Humility and Diversity
| | HUMN 5160 - The Advanced Human Services Practitioner in a Changing World

Note: These courses are 11 weeks in length.
| **Master's Program** | **Eligible Courses**  
(specific course availability may differ within the Tempo Learning® format) |
|----------------------|-----------------------------------------------------------------|
| **Note:** These courses are 11 weeks in length. | **HUMN 5210 - Management and Leadership Development in Human Services**  
**HUMN 5161 - Assessment, Triage, and Motivational Interviewing**  
**HUMN 5205 - Introduction to the Nonprofit Sector** |
| **MS in Criminal Justice** | **CRJS 5137 - The Nature of Crime and Criminology**  
**CRJS 5203 - Victimology**  
**CRJS 5215 - Controversies in Criminal Justice**  
**CRJS 5217 - Technological Solutions and 21st-Century Crime**  
**CRJS 5511 - Special Populations** |
| **Students may select any or all of these courses. Individual course prerequisites apply.** | **Note:** These courses are 11 weeks in length. |
| **MS in Criminal Justice Leadership and Executive Management** | **CRJS 5137 - The Nature of Crime and Criminology**  
**CRJS 5215 - Controversies in Criminal Justice** |
| **Students may select any or all of these courses. Individual course prerequisites apply.** | **Note:** These courses are 11 weeks in length. |
| **College of Social and Behavioral Health** |  |
| **School of Counseling** |  |
| **MS in Clinical Mental Health Counseling** | **HUMN 5100 - Introduction to Mental Health Counseling**  
**HUMN 5722 - Theories of Counseling**  
**HUMN 5316 - Techniques of Counseling**  
**HUMN 5723 - Multicultural Counseling** |
<p>| <em>These courses are open only to students in the BS in Human Services and BS in Psychology programs. Students may select up to five of these courses. Individual course prerequisites apply</em> | <strong>Note:</strong> These courses are 11 weeks in length. |</p>
<table>
<thead>
<tr>
<th>Master's Program</th>
<th>Eligible Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>These courses must be taken in the order listed.</td>
<td>PSYC 5101 - Foundations for Graduate Study in Counseling *</td>
</tr>
<tr>
<td></td>
<td>PSYC 5102 - Introduction to Mental Health Counseling *</td>
</tr>
<tr>
<td></td>
<td>PSYC 5722 - Counseling and Psychotherapy Theories ◆</td>
</tr>
<tr>
<td></td>
<td>PSYC 5316 - Techniques in Counseling ◆</td>
</tr>
<tr>
<td></td>
<td>PSYC 5306 - Ethics and Legal Issues in Counseling ◆</td>
</tr>
<tr>
<td></td>
<td>PSYC 5723 - Multicultural Counseling ◆</td>
</tr>
</tbody>
</table>

* Students are required to take PSYC 5101 along with PSYC 5102 or HUMN 5100.

**Note on Endorsement, Licensure, or Certification**
This program does not lead to an endorsement, certification, or licensure. Walden makes no representation, warranty, guarantee, or commitment that successful completion of this program or coursework for graduate credit within this program will permit a graduate to obtain state certification or licensure.

The graduate degree program and coursework within the program in which you are enrolling may be accepted by many states toward upgrading or renewing a license or obtaining a salary increase (depending on state or district policy). Teachers are advised to contact their individual school districts as to whether this program may qualify for salary advancement. Walden enrollment specialists can provide guidance on program requirements; however, it remains the individual's responsibility to understand and comply with all state and school district requirements.

**BS in Forensic Psychology to Master of Public Administration (MPA) Articulation**
Walden University’s advanced undergraduate psychology students are eligible to take select graduate courses as part of their undergraduate degree program completion. Upon admission to the associated graduate program, these courses may then be applied to Walden's or Master of Public Administration (MPA) programs.
Requirements

To help ensure student success, the following requirements have been established:

- The student must be in good standing with the university.
- The student must maintain an overall GPA of 2.5 or better to be eligible to register for the courses below.
- The student must have completed all general education and core requirements of the BS in Forensic Psychology.

Note: Students are advised to consult the Walden University Student Handbook and contact a member of the Student Success Advising Team for more information regarding the Accelerate into Master’s (AIM) program.

Curriculum

All graduate courses are taken as electives and must be selected from the list below.

Note: The courses outlined in the Accelerate Into Master’s (AIM) program are 12 weeks in length and are only offered in September, December, March, and June.

Choose up to five of the following courses for the Master of Public Administration (MPA) program:

- MMPA 5200 - Principles of Public Administration
- MMPA 5405 - Ethics and Social Justice
- MMPA 5420 - Organizational Management and Leadership
- MMPA 5431 - Finance and Budgeting for the Public Sector
- MMPA 5435 - Human Resource Management: Building a Capable Workforce
- MMPA 5451 - Public Policy Analysis
- MMPA 5480 - Applied Research and Evaluation Methods

Articulation Requirements

Walden University students who have successfully completed Accelerate Into Master’s (AIM) courses and who are graduating (or have graduated) from the BS in Forensic Psychology program are invited to apply to the Master of Public Administration (MPA) program. Upon acceptance to Walden’s MPA program, up to five courses can be applied to degree completion requirements.

- MMPA 6115 - Foundations for Graduate Study Required
- MMPA 6200 - Principles of Public Administration
  Students who successfully complete MMPA 5200 - Introduction to Public Administration (5 cr.) with a "B" or better can have this course waived.
MMPA 6405 - Ethics and Social Justice  
Students who successfully complete MMPA 5405 - Ethics and Social Justice (5 cr.) with a "B" or better can have this course waived.

MMPA 6420 - Organizational Management and Leadership  
Students who successfully complete MMPA 5420 - Organizational Management and Leadership (5 cr.) with a "B" or better can have this course waived.

MMPA 6431 - Finance and Budgeting for the Public Sector  
Students who successfully complete MMPA 5431 - Finance and Budgeting for the Public Sector (5 cr.) with a "B" or better can have this course waived.

MMPA 6435 - Human Resource Management: Building a Capable Workforce  
Students who successfully complete MMPA 5435 - Human Resource Management: Building a Capable Workforce (5 cr.) with a "B" or better can have this course waived.

MMPA 6451 - Public Policy Analysis  
Students who successfully complete MMPA 5451 - Public Policy Analysis (5 cr.) with a "B" or better can have this course waived.

MMPA 6465 - Strategic Planning: Collaboration, Cooperation, and Coordination  
Required

MMPA 6480 - Applied Research and Evaluation Methods  
Students who successfully complete MMPA 5480 - Applied Research and Evaluation Methods (5 cr.) with a "B" or better can have this course waived.

MMPA 6910 - Master of Public Administration Capstone  Required

BS in Forensic Psychology to MS in Criminal Justice Articulation

Walden University's advanced undergraduate psychology students are eligible to take select graduate courses as part of their undergraduate degree program completion. Upon admission to the associated graduate program, these courses may then be applied to Walden’s MS in Criminal Justice or MS in Criminal Justice Leadership and Executive Management.

Requirements

To help ensure student success, the following requirements have been established:

- The student must be in good standing with the university.
- The student must maintain an overall GPA of 2.5 or better to be eligible to register for the courses below.
- The student must have completed all general education and core requirements of the BS in Forensic Psychology.

Note: Students are advised to consult the Walden University Student Handbook and contact a member of the Student Success Advising Team for more information regarding the Accelerate Into Master’s (AIM) program.
Curriculum

All graduate courses are taken as electives and must be selected from the list below.

Note: The courses outlined in the Accelerate into Master's (AIM) program are 12 weeks in length and are only offered in September, December, March, and June.

Choose up to five of the following courses for the MS in Criminal Justice program in specific specializations:

- CRJS 5203 - Victimology
- CRJS 5215 - Controversies in Criminal Justice
- CRJS 5217 - Technological Solutions and 21st-Century Crime
- CRJS 5511 - Special Populations

Articulation Requirements

Walden University students who have successfully completed Accelerate Into Master's courses and who are graduating (or have graduated) from the BS in Forensic Psychology program, are invited to apply to the MS in Criminal Justice program. Upon acceptance to Walden's MS in Criminal Justice program, up to five courses can be applied to degree completion requirements.

- CRJS 6203 - Victimology\(^\star\) \textit{Required}
- CRJS 6215 - Controversies in Criminal Justice\(^\star\) Students who successfully complete CRJS 5215 - Controversies in Criminal Justice (5 cr.) with a "B" or better can have this course waived.
- CRJS 6216 - Criminal Justice Research\(^\star\) \textit{Required}
- CRJS 6217 - Technological Solutions and 21st-Century Crime\(^\star\) Students who successfully complete CRJS 5217 - Technological Solutions and 21st-Century Crime (5 cr.) with a "B" or better can have this course waived.
- CRJS 6218 - Applied Communications\(^\star\) \textit{Required}
- CRJS 6405 - Ethics and Social Justice\(^\star\) \textit{Required}
- CRJS 6420 - Organizational Management and Leadership\(^\star\) \textit{Required}
- CRJS 6511 - Special Populations\(^\star\) \textit{Required}

BS in Forensic Psychology to MS in Criminal Justice Leadership and Executive Management Articulation

Walden University’s advanced undergraduate psychology students are eligible to take select graduate courses as part of their undergraduate degree program completion. Upon admission to the associated graduate program, these courses may then be applied to Walden’s MS in Criminal Justice Leadership and Executive Management.

Requirements
To help ensure student success, the following requirements have been established:

The student must be in good standing with the university.
The student must maintain an overall GPA of 2.5 or better to be eligible to register for the courses below.
The student must have completed all general education and core requirements of the BS in Forensic Psychology.

Note: Students are advised to consult the Walden University Student Handbook and contact a member of the Student Success Advising Team for more information regarding the Accelerate Into Master’s (AIM) program.

Curriculum

All graduate courses are taken as electives and must be selected from the list below.

Note: The courses outlined in the Accelerate Into Master's (AIM) program are 12 weeks in length and are only offered in September, December, March, and June.

Choose up to five of the following courses for the MS in Criminal Justice Leadership and Executive Management program in specific specializations:

- CRJS 5203 - Victimology
- CRJS 5215 - Controversies in Criminal Justice
- CRJS 5217 - Technological Solutions and 21st-Century Crime
- CRJS 5511 - Special Populations

Articulation Requirements

Walden University students who have successfully completed Accelerate Into Master's courses and who are graduating (or have graduated) from the BS in Forensic Psychology program, are invited to apply to the MS in Criminal Justice Leadership and Executive Management program. Upon acceptance to Walden’s MS Criminal Justice Leadership and Executive Management program, up to five courses can be applied to degree completion requirements.

- CRJS 6203 - Victimology Required
- CRJS 6215 - Controversies in Criminal Justice Students who successfully complete CRJS 5215 - Controversies in Criminal Justice (5 cr.) with a "B" or better can have this course waived.
- CRJS 6216 - Criminal Justice Research Required
- CRJS 6217 - Technological Solutions and 21st-Century Crime Students who successfully complete CRJS 5217 - Technological Solutions and 21st-Century Crime (5 cr.) with a "B" or better can have this course waived.
- CRJS 6218 - Applied Communications Required
- CRJS 6405 - Ethics and Social Justice Required
BS in Forensic Psychology to MS in Forensic Psychology Articulation

Walden University’s advanced undergraduate psychology students are eligible to take select graduate courses as part of their undergraduate degree program completion. Upon admission to the associated graduate program, these courses may then be applied to Walden’s MS in Forensic Psychology.

Requirements

To help ensure student success, the following requirements have been established:

- The student must be in good standing with the university.
- The student must maintain an overall GPA of 2.5 or better to be eligible to register for the courses below.
- The student must have completed all general education and core requirements of the BS in Forensic Psychology.

Note: Students are advised to consult the Walden University Student Handbook and contact a member of the Student Success Advising Team for more information regarding the Accelerate Into Master’s (AIM) program.

Curriculum

All graduate courses are taken as electives and must be selected from the list below.

Note: The courses outlined in the Accelerate Into Master’s (AIM) program are 12 weeks in length and are only offered in September, December, March, and June.

Choose up to five of the following courses for the MS in Forensic Psychology program:

- FPSY 5101 - Introduction to Forensic Psychology
- FPSY 5115 - Understanding Forensic Psychology Research
- FPSY 5125 - Assessment in Forensic Psychology Settings
- FPSY 5135 - Criminal Behavior
- FPSY 5145 - Ethical Issues and Professional Responsibilities in Forensic Psychology
- FPSY 5720 - Abnormal Behavior

Articulation Requirements

Walden University students who have successfully completed Accelerate Into Master’s courses and who are graduating (or have graduated) from the BS in Psychology program are invited to apply to the MS in Forensic Psychology program. Upon acceptance to
Walden’s MS in Forensic Psychology program, up to five courses can be applied to degree completion requirements.

**FPSY 6101 - Introduction to Forensic Psychology**  
Students who successfully complete FPSY 5101 - Introduction to Forensic Psychology (5 cr.) with a "B" or better can have this course waived.

**FPSY 6115 - Understanding Forensic Psychology Research**  
Students who successfully complete FPSY 5115 - Understanding Forensic Psychology Research (5 cr.) with a "B" or better can have this course waived.

**FPSY 6125 - Assessment in Forensic Psychology Settings**  
Students who successfully complete FPSY 5125 - Assessment in Forensic Psychology (5 cr.) with a "B" or better can have this course waived.

**FPSY 6135 - Criminal Behavior**  
Students who successfully complete FPSY 5135 - Criminal Behavior (5 cr.) with a "B" or better can have this course waived.

**FPSY 6145 - Ethical Issues and Professional Responsibilities in Forensic Psychology**  
Students who successfully complete FPSY 5145 - Ethical Issues and Professional Responsibilities in Forensic Psychology (5 cr.) with a "B" or better can have this course waived.

**FPSY 6720 - Abnormal Behavior**  
Students who successfully complete FPSY 5720 - Abnormal Psychology (5 cr.) with a "B" or better can have this course waived.

**PSYC 6001 - Foundations for Graduate Study in Psychology**  
Required

**PSYC 6393 - Capstone**  
OR

**FPSY 6915 - Field Experience**

**BS in Psychology to MS in Forensic Psychology Articulation**

Walden University’s advanced undergraduate psychology students are eligible to take select graduate courses as part of their undergraduate degree program completion. Upon admission to the associated graduate program, these courses may then be applied to Walden’s MS in Forensic Psychology.

**Requirements**

To help ensure student success, the following requirements have been established:

- The student must be in good standing with the university.
- The student must maintain an overall GPA of 2.5 or better to be eligible to register for the courses below.
- The student must have completed all general education and core requirements of the BS in Psychology.
Note: Students are advised to consult the Walden University Student Handbook and contact a member of the Student Success Advising Team for more information regarding the Accelerate Into Master's (AIM) program.

Curriculum

All graduate courses are taken as electives and must be selected from the list below.

Note: The courses outlined in the Accelerate Into Master's (AIM) program are 12 weeks in length and are only offered in September, December, March, and June.

Choose up to five of the following courses for the MS in Forensic Psychology program:

- FPSY 5101 - Introduction to Forensic Psychology
- FPSY 5115 - Understanding Forensic Psychology Research
- FPSY 5125 - Assessment in Forensic Psychology Settings
- FPSY 5135 - Criminal Behavior
- FPSY 5145 - Ethical Issues and Professional Responsibilities in Forensic Psychology
- FPSY 5720 - Abnormal Behavior

Articulation Requirements

Walden University students who have successfully completed AIM courses and who are graduating (or have graduated) from the BS in Psychology program are invited to apply to the MS in Forensic Psychology program. Upon acceptance to Walden's MS in Forensic Psychology program, up to five courses can be applied to degree completion requirements.

- FPSY 6101 - Introduction to Forensic Psychology: Students who successfully complete FPSY 5101 - Introduction to Forensic Psychology (5 cr.) with a "B" or better can have this course waived.
- FPSY 6115 - Understanding Forensic Psychology Research: Students who successfully complete FPSY 5115 - Understanding Forensic Psychology Research (5 cr.) with a "B" or better can have this course waived.
- FPSY 6125 - Assessment in Forensic Psychology Settings: Students who successfully complete FPSY 5125 - Assessment in Forensic Psychology (5 cr.) with a "B" or better can have this course waived.
- FPSY 6135 - Criminal Behavior: Students who successfully complete FPSY 5135 - Criminal Behavior (5 cr.) with a "B" or better can have this course waived.
- FPSY 6720 - Abnormal Behavior: Students who successfully complete FPSY 5720 - Abnormal Psychology (5 cr.) with a "B" or better can have this course waived.
- FPSY 6145 - Ethical Issues and Professional Responsibilities in Forensic Psychology: Students who successfully complete FPSY 5145 - Ethical Issues and Professional Responsibilities in Forensic Psychology (5 cr.) with a "B" or better can have this course waived.
Responsibilities in Forensic Psychology (5 cr.) with a "B" or better can have this course waived.

FPSY XXXX Specialization Elective (5 cr.)
FPSY XXXX Specialization Elective (5 cr.) Required
FPSY XXXX Specialization Elective (5 cr.) Required
FPSY XXXX Specialization Elective (5 cr.) Required
PSYC 6001 - Foundations for Graduate Study in Psychology Required
PSYC 6393 - Capstone OR FPSY 6915 - Field Experience Required

BS in Psychology to MS in Psychology Articulation

Walden University’s advanced undergraduate psychology students are eligible to take select graduate courses as part of their undergraduate degree program completion. Upon admission to the associated graduate program, these courses may then be applied to Walden’s MS in Psychology.

Requirements

To help ensure student success, the following requirements have been established:

- The student must be in good standing with the university.
- The student must maintain an overall GPA of 2.5 or better to be eligible to register for the courses below.
- The student must have completed all general education and core requirements of the BS in Psychology.

Note: Students are advised to consult the Walden University Student Handbook and contact a member of the Student Success Advising Team for more information regarding the Accelerate Into Master's (AIM) program.

Curriculum

All graduate courses are taken as electives and must be selected from the list below.

Note: The courses outlined in the Accelerate Into Master's (AIM) program are 12 weeks in length and are only offered in September, December, March, and June.

Take the five courses for the MS in Psychology program:

- PSYC 5315 - Tests and Measurement
- PSYC 5480 - Psychology of Organizational Behavior
- PSYC 5701 - Culture and Psychology
- PSYC 6215 - Lifespan Development
- PSYC 6245 - Social Psychology

Walden University Catalog (March 2022)
Articulation Requirements

Walden University students who have successfully completed Accelerate Into Master’s (AIM) courses and who are graduating (or have graduated) from the BS in Psychology program are invited to apply to the MS in Psychology program. Upon acceptance to Walden’s MS in Psychology program, up to five courses can be applied to degree completion requirements.

- **PSYC 6001 - Foundations for Graduate Study in Psychology** Required
- **PSYC 6205 - History and Systems of Psychology** Required
- **PSYC 6211 - Contemporary Issues in Psychology** Required
- **PSYC 6215 - Lifespan Development** Students who successfully complete PSYC 5215 - Lifespan Development (5 cr.) with a "B" or better can have this course waived.
- **PSYC 6240 - Human Motivation** Required
- **PSYC 6245 - Social Psychology** Students who successfully complete PSYC 5245 - Social Psychology (5 cr.) with a "B" or better can have this course waived.
- **PSYC 6305 - Statistics 1** Required
- **PSYC 6315 - Tests and Measurement** Students who successfully complete PSYC 5315 - Tests and Measurements (5 cr.) with a "B" or better can have this course waived.
- **PSYC 6393 - Capstone** Required
- **PSYC 6480 - Psychology of Organizational Behavior** Students who successfully complete PSYC 5480 - Psychology of Organizational Behavior (5 cr.) with a "B" or better can have this course waived.
- **PSYC 6701 - Culture and Psychology** Students who successfully complete PSYC 5701 - Culture and Psychology (5 cr.) with a "B" or better can have this course waived.

**Minor in Criminal Justice**

The Undergraduate Minor in Criminal Justice is for the non-public policy and administration student who may be interested in law enforcement, the justice system, corrections, homeland security, and social services. With this minor, students can blend contemporary theory on the nature, extent, and cause of crime with the study of national and international criminal justice practices.

**Note:** This minor is not available to students in the BS in Criminal Justice program.

**Required Courses (30 cr.)**

- **CRJS 1001 - Contemporary Criminal Justice Systems**
- **CRJS 2001 - Criminology and Social Control**
- **CRJS 2003 - Criminal Law**
  And students choose three of the following:
CRJS 3001 - Corrections
CRJS 3002 - Courts and Judicial Process
CRJS 3003 - Law Enforcement
CRJS 3004 - Data Analysis for Criminal Justice Professionals
CRJS 4102 - The Criminal Mind

Minor in Psychology

The Undergraduate Minor in Psychology is for the non-psychology major student who wants a broad understanding and global perspective of psychology and its relevance in an increasingly diverse and global society. Students will apply psychological theories to current issues in psychology as they gain perspective in social awareness, responsibility, civic engagement, cross-cultural competence, and evidence-based decision making in an information-rich world.

Note: This minor is not available to students in the BS in Forensic Psychology or BS in Psychology programs.

Required Courses (30 cr.)

PSYC 1001 - Introduction to Psychology

Students choose five of the following. At least two must be 3000-level or 4000-level:
PSYC 2001 - Cross-Cultural Psychology
PSYC 2002 - Human Development: Childhood and Adolescence
PSYC 2003 - Human Development: Adulthood
PSYC 2005 - Social Influences on Behavior
PSYC 2009 - Theories of Personality
PSYC 3001 - Cognitive Psychology
PSYC 3004 - Psychological Disorders
PSYC 3005 - Racial and Ethnic Identities
PSYC 3006 - Psychology of Gender
PSYC 3007 - Influence and Persuasion
PSYC 4002 - Brain and Behavior
PSYC 4006 - Global Perspectives in Psychology
PSYC 4008 - Intergroup Conflict and Peace Building

Undergraduate Minors

Students have the option to select a minor after starting their undergraduate program. Unlike an undergraduate concentration, a minor must be in a discipline outside the student’s major. Students should verify individual requirements for each minor, including which programs are ineligible. An undergraduate minor consists of six or more courses with a minimum of two at the upper level. Students wishing to add a minor to their program should contact their student success advisor. Students may select a maximum of two minors.
Minor in Applied Instructional Design and Technology
Minor in Business
Minor in Communication
Minor in Criminal Justice
Minor in Health Promotion and Wellness
Minor in Health Studies
Minor in Healthcare Management
Minor in Introductory Instructional Design and Technology
Minor in Political Science and Public Administration
Minor in Psychology
Minor in Public Health

Graduate Certificate Programs

**Graduate Certificate in Conflict Management and Negotiation**

In a constantly changing world, there's a growing need for professionals skilled in the areas of negotiation and dispute resolution. The focus of this certificate is on providing the core competencies to meet that need for those who interact within organizations, communities, and governments. Students will explore current theory and best practices and gain the essential skills to help negotiate and resolve disputes within communities.

Certificate Curriculum (20 cr.)

- HUMN 6702 - Introduction to the Dynamics of Conflict and Negotiation
- HUMN 6742 - Conflict, Conflict Resolution, and Peace
- HUMN 6405 - Ethics and Social Justice
- HUMN 6204 - Intergroup Relations

**Graduate Certificate in Criminal Justice**

In this certificate program, students focus their understanding of key issues confronting the American criminal justice system, as well as policy analysis and the contemporary decision-making models. This certificate is designed for criminal justice professionals in policing, the courts, corrections, security, and associated support agencies.

Students must meet the master's program admission requirements. Credit from courses taken for a certificate can be applied toward the Master of Public Administration or the MS in Nonprofit Management and Leadership.

Students must progress and maintain performance in a manner identical to a degree program. Students track their progress in their program of study, similar to degree-seeking students. Students must receive a B or better in each course. Note: A grade of B– is not acceptable.
Certificate Requirements

18 total quarter credits
  Foundation course (3 cr.)
  Core courses (15 cr.)

Curriculum

Foundation Course (3 cr.)

  **CRJS 6002 - Foundations of Graduate Study**

Certificate Courses (15 cr.)

  **CRJS 6137 - The Nature of Crime and Criminology**
  **CRJS 6215 - Controversies in Criminal Justice**
  **CRJS 6217 - Technological Solutions and 21st-Century Crime**

Course Sequence

The recommended course sequence is as follows:

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>CRJS 6002 - Foundations of Graduate Study</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>CRJS 6137 - The Nature of Crime and Criminology</td>
<td>5 cr.</td>
</tr>
<tr>
<td>2</td>
<td>CRJS 6215 - Controversies in Criminal Justice</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>CRJS 6217 - Technological Solutions and 21st-Century Crime</td>
<td>5 cr.</td>
</tr>
</tbody>
</table>

Master's Degree Programs

**MS in Criminal Justice**

Walden University’s MS in Criminal Justice program will prepare students to effectively work within criminal justice agencies, governmental organizations, and the private sector. The programs comprise a core of contemporary theory and practice as well as the study of national and international issues in the administration of criminal justice. This includes the intersections of management of local, state, and federal criminal justice systems. Thus, it provides the ability to practically apply knowledge and skills that will
impact society. With a unique blend of criminal behavioral theory, human services, technology, homeland security, and management, the program will provide students with critical 21st-century skills.

Note: The MS in Criminal Justice program is offered in two different learning modalities: the course-based modality and the competency-based modality, Tempo Learning®.

Learning Outcomes

At the end of the program, students will be able to:

Utilize theory and research to analyze historical trends and current perspectives in criminal justice.

Use research to evaluate factors related to crime and the impact of crime on criminal justice policies, practices, and procedures.

Evaluate the impact of U.S. constitutional policy and procedures on the criminal justice system.

Analyze the impact of the criminal justice process on victims and perpetrators.

Synthesize principles from criminal justice theories, processes, and practices to promote social justice and positive social change.

Compare the structural functions and interactions of law enforcement, courts, and corrections within the criminal justice system at the local, state, and federal level.

Discuss how criminal justice laws and policies are adopted, implemented, and evaluated.

Competency-Based Education

In addition to the course-based option described below, students can choose to earn their MS in Criminal Justice through the competency-based education modality. Upon successful completion of program requirements, students will earn the same Walden degree in either modality. See the MS in Criminal Justice (Competency Based) page for program details.

Course-Based Program

Specializations

General Program (below)
Behavioral Sciences
Cybercrimes
Emergency Management
Homeland Security Policy and Coordination
International/Global Criminal Justice
Law and Public Policy
Public Management and Leadership
Terrorism, Mediation, and Peace

Degree Requirements

General Program: 48 total quarter credits
Foundation course (3 cr.)
Core courses (25 cr.)
Specialization courses (15 cr.)
Capstone course (5 cr.)

Curriculum

Foundation Course (3 cr.)

CRJS 6002 - Foundations of Graduate Study

Core Courses (25 cr.)

CRJS 6137 - The Nature of Crime and Criminology
CRJS 6203 - Victimology
CRJS 6215 - Controversies in Criminal Justice
CRJS 6216 - Criminal Justice Research
CRJS 6511 - Special Populations

Specialization Courses (15 cr.)

These courses are dependent upon the particular specialization. Please see the course list on each specialization page. For the General program, choose any three Criminal Justice specialization courses.

Capstone Course (5 cr.)

CRJS 6910 - Capstone: Criminal Justice Ethics and Social Justice

Course Sequence

The recommended course sequence is as follows:
<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>CRJS 6002 - Foundations of Graduate Study</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>CRJS 6137 - The Nature of Crime and Criminology</td>
<td>5 cr.</td>
</tr>
<tr>
<td>2</td>
<td>CRJS 6215 - Controversies in Criminal Justice</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>CRJS 6216 - Criminal Justice Research</td>
<td>5 cr.</td>
</tr>
<tr>
<td>3</td>
<td>CRJS 6511 - Special Populations</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>CRJS 6203 - Victimology</td>
<td>5 cr.</td>
</tr>
<tr>
<td>4</td>
<td>Specialization Course 1</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>Specialization Course 2</td>
<td>5 cr.</td>
</tr>
<tr>
<td>5</td>
<td>Specialization Course 3</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>CRJS 6910 - Capstone: Criminal Justice Ethics and Social Justice</td>
<td>5 cr.</td>
</tr>
</tbody>
</table>

**MS in Criminal Justice (Competency Based)**

Tempo Learning® is Walden's competency-based education modality, an alternative way of earning a Walden degree offered for some Walden programs. Instead of courses, the Walden Tempo Learning® program is comprised of competencies and rigorous assessments. Students progress through the Tempo Learning® model by successfully passing competency assessments. A student must successfully achieve or master all competency assessments to graduate from the program.

Students earn the same Walden degree whether they choose the course-based or the competency-based modality.

**Specializations**

Public Management and Leadership

**Degree Requirements**

48 total quarter credits
Foundation course (3 cr.)
Core courses (25 cr.)
Specialization courses (15 cr.)
Capstone course (5 cr.)

Core Curriculum

Foundation Competencies (3 cr.)

CRJS 6002 - Foundations of Graduate Study
  FD001 Professional Goals
    Identify professional goals.
  FD002 Introduction to Criminal Justice Research
    Summarize criminal justice research.
  FD003 Social Change
    Identify time management skills.

Core Competencies (25 cr.)

CRJS 6137 - The Nature of Crime and Criminology
  NC001 Foundations of Criminal Theories and Practices
    Demonstrate an understanding of foundational theories and practices in criminology.
  NC002 Contemporary Views and Theories of Criminal Behavior
    Explain contemporary views and theories of criminal behavior.
  NC003 Criminal Profiling
    Apply theories of criminal profiling and groups.
  NC004 Ethics in Corrections
    Promote ethical incarceration practices and treatment of offenders.
  NC005 Rehabilitation
    Promote diversion, reentry, probation and parole, and rehabilitation treatment programs.

CRJS 6215 - Controversies in Criminal Justice
  CO001 Contemporary Policies and Practices
    Interpret U.S. legal policies and practices related to the criminal justice system.
  CO002 Issues in Criminal Justice
    Demonstrate knowledge of policies and practices related to contemporary issues challenging the criminal justice system.
  CO003 Media
    Evaluate the influence of media and/or social media on crime and criminal justice.
CO004 Corrections Reform Policy
Develop a corrections reform policy by applying knowledge of the history, theory, practice, and the legal environment of the reentry process.

CRJS 6216 - Criminal Justice Research♦
RS001 Root Causes of Crime
Explain root causes of crime from data.
RS002 Impact of Crime on Communities
Analyze the impact of crime on communities.
RS003 Research Methodologies
Apply qualitative and quantitative research methods for conducting and analyzing criminal justice/criminology research.

CRJS 6511 - Special Populations♦
SL001 Juvenile Justice
Promote culturally sensitive, developmentally appropriate, and research-based juvenile justice practices and policies.
SL002 Hate Crimes
Analyze characteristics of hate crimes against protected race, class, sexual orientation, and gender categories.
SL003 Special Populations
Promote equitable, culturally sensitive, and research-based practices and policies for offenders from special populations.
SL004 Cultural Sensitivity and Awareness
Demonstrate cultural sensitivity and awareness both within the criminal justice professional community and toward populations being served.

CRJS 6203 - Victimology♦
VC001 Impact of Crime on Individuals and Communities
Apply principles of victimology to address its causes and effects and promote social change.
VC002 Criminology Theory
Analyze biological, psychological, social, and structural variables that contribute to offender and victim typologies.
VC003 Community Work
Demonstrate the ability to work with the community and public forums.
VC004 Victim Services
Demonstrate an understanding of types of services and supports available to victims.

Specialization Competencies (15 cr.)
These competencies are dependent upon the particular specialization. Please see the competency list on each specialization page.

Capstone Competency (5 cr.)

CRJS 6910 - Capstone: Criminal Justice Ethics and Social Justice

ES001 Ethics and Social Justice

Demonstrate the ability to make recommendations for applying laws, policies, professional standards, and codes of ethics in complex and ambiguous social justice situations.

**MS in Criminal Justice Leadership and Executive Management**

The MS in Criminal Justice program will prepare students to effectively work within criminal justice agencies, governmental organizations, and the private sector. The specializations comprise a core of contemporary theory and practice as well as the study of national and international issues in the administration of criminal justice. This includes the intersections of management of local, state, and federal criminal justice systems. Thus, the program provides students the opportunity to practically apply knowledge and skills that will impact society. With a unique blend of criminal behavioral theory, human services, technology, homeland security, and management, the program will provide students with critical 21st-century skills.

**Learning Outcomes**

At the end of the program, students will be able to:

- Utilize theory and research to analyze historical trends and current perspectives in criminal justice.
- Use research to evaluate factors related to crime and the impact of crime on criminal justice policies, practices, and procedures.
- Evaluate the impact of US constitutional policy and procedures on the criminal justice system.
- Analyze the impact of the criminal justice process on victims and perpetrators.
- Synthesize principles from criminal justice theories, processes, and practices to promote social justice and positive social change.
- Compare the structural functions and interactions of law enforcement, courts, and corrections within the criminal justice system at the local, state, and federal level.
- Discuss how criminal justice laws and policies are adopted, implemented, and evaluated.
- Evaluate the management philosophies used in managing human resources in criminal justice organizations.
Discuss the leadership skills needed for working with diverse populations.

Degree Requirements

General Program: 48 total quarter credits
Foundation course (3 cr.)
Core courses (40 cr.)
Capstone course (5 cr.)

Curriculum

Foundation Course (3 cr.)

CRJS 6002 - Foundations of Graduate Study

Core Courses (40 cr.)

CRJS 6137 - The Nature of Crime and Criminology
CRJS 6215 - Controversies in Criminal Justice
CRJS 6420 - Organizational Management and Leadership
CRJS 6216 - Criminal Justice Research
CRJS 6465 - Strategic Planning: Collaboration, Cooperation, and Coordination
CRJS 6431 - Finance and Budgeting for the Public Sector
CRJS 6435 - Human Resource Management: Building a Capable Workforce
CRJS 6218 - Applied Communications

Capstone Course (5 cr.)

CRJS 6910 - Capstone: Criminal Justice Ethics and Social Justice

Course Sequence

Students undertake courses in the following sequence.

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>CRJS 6002 - Foundations of Graduate Study</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>CRJS 6137 - The Nature of Crime and Criminology</td>
<td>5 cr.</td>
</tr>
<tr>
<td>2</td>
<td>CRJS 6215 - Controversies in Criminal Justice</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>CRJS 6420 - Organizational Management and Leadership</td>
<td>5 cr.</td>
</tr>
<tr>
<td>Quarter</td>
<td>Course</td>
<td>Credits</td>
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</tr>
<tr>
<td>3</td>
<td>CRJS 6216 - Criminal Justice Research</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>CRJS 6465 - Strategic Planning: Collaboration, Cooperation, and Coordination</td>
<td>5 cr.</td>
</tr>
<tr>
<td>4</td>
<td>CRJS 6431 - Finance and Budgeting for the Public Sector</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>CRJS 6435 - Human Resource Management: Building a Capable Workforce</td>
<td>5 cr.</td>
</tr>
<tr>
<td>5</td>
<td>CRJS 6218 - Applied Communications</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>CRJS 6910 - Capstone: Criminal Justice Ethics and Social Justice</td>
<td></td>
</tr>
</tbody>
</table>

**MS in Forensic Psychology**

Walden University’s MS in Forensic Psychology prepares individuals to work within settings that integrate psychology and the legal system, including jails and prisons, community corrections offices, law enforcement agencies, the military, victims’ advocacy programs and systems, and governmental agencies focused on criminal justice and crime.

Forensic psychology is a rapidly growing field. This program emphasizes the integration of psychology into forensic settings. It is especially geared toward professionals interested in career advancement and enhancement, rather than a move into clinical forensic practice with clients.

Thus, instead of leading to licensure or practice within forensic or correctional systems, graduates of this program leverage the benefits of psychology and clinical understanding to positively impact the larger forensic and criminal justice systems and to enhance personal career opportunities through graduate education.

The Walden focus on social justice and community benefit will give graduates the edge in making these systems that touch thousands of lives more functional and able to serve the populations within them.

**Learning Outcomes**

At the end of this program, students will be able to:

- Analyze the role of psychology within the legal system.
Promote social change through application of advanced psychological concepts/principles within forensic settings.

Analyze the principles of research design as applied to forensic psychology research.

Distinguish the professional roles and responsibilities that are unique to the practice of forensic psychology.

Explain relevant ethical codes (e.g., APA and Specialty Guidelines for Forensic Psychologists) used in forensic work settings.

Apply psychological theories relevant to criminal behavior in forensic psychology settings.

Explain the assessment elements (psychological assessment, risk assessment, psychological reports) used within forensic psychology settings.

Specializations

- General Program
- Criminal Justice Self-Designed
- Cybercrimes
- Family Violence
- Legal Issues in Forensic Psychology
- Military
- Police Psychology
- Sex Offender Behavior
- Terrorism
- Victimology
- Self-Designed

Degree Requirements

- 48 total quarter credits (including 45 cr. completed at Walden)
  - Foundation course (3 cr.)
  - Core courses (25 cr.)
  - Specialization courses (15 cr.)
  - Capstone (5 cr.)

Curriculum

Foundation Course (3 cr.)

  FPSY 6002 - Foundations of Graduate Studies in Psychology

Core Courses (30 cr.)
**Specialization Courses (15 cr.)**

These courses are dependent upon the particular specialization. Please see the course list on each specialization page.

**Capstone Course (5 cr.)**

Choose one:

- FPSY 6393 - Capstone
- FPSY 6915 - Field Experience

**Course Sequence**

Students undertake courses in the following sequence.

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>FPSY 6002 - Foundations of Graduate Studies in Psychology</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>FPSY 6102 - Intersection of Crime, Psychology, and the Law</td>
<td>5 cr.</td>
</tr>
<tr>
<td>2</td>
<td>FPSY 6720 - Abnormal Behavior</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>FPSY 6135 - Criminal Behavior</td>
<td>5 cr.</td>
</tr>
<tr>
<td>3</td>
<td>FPSY 6115 - Understanding Forensic Psychology Research</td>
<td>5 cr.</td>
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<tr>
<td></td>
<td>FPSY 6126 - Understanding Violence, Risk, and Threat Assessment</td>
<td>5 cr.</td>
</tr>
<tr>
<td>4</td>
<td>FPSY 6201 - Psychological Aspects of Violent Crime</td>
<td>5 cr.</td>
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<tr>
<td></td>
<td>FPSY 6202 - Criminal Investigative Analysis and Profiling</td>
<td>5 cr.</td>
</tr>
<tr>
<td>5</td>
<td>FPSY 6203 - Victimology</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>FPSY 6393 - Capstone [OR] FPSY 6915 - Field Experience</td>
<td>5 cr.</td>
</tr>
</tbody>
</table>
Note on Licensure

The MS in Forensic Psychology is not a licensure program and does not prepare an individual to become a licensed psychology professional.

MS in Human Services

Human services professionals make a positive difference every day. A commitment to improving the quality of life for others benefits the entire community. Walden’s MS in Human Services program helps students make an even greater impact by preparing them with the skills they need to become effective leaders in fostering social change. Students in this online master's degree program focus on expanding their understanding of the delivery, accessibility, accountability, and coordination of agency services.

By earning their MS in Human Services degree at Walden, students broaden their knowledge as human services professionals and advance their understanding of human services theory, research, and practice. Students learn strategies to address the ethical and social justice issues that are impacting the effective delivery of human services throughout the world today.

As graduates of the MS in Human Services program, students can work in a variety of roles providing direct services to individuals, families, or communities or providing leadership to agencies and programs.

When students choose Walden’s MS in Human Services, they can benefit from the flexibility of online learning and from MobileLearn®. Offered exclusively at Walden, MobileLearn not only enables students to choose where and when they learn, but it also gives them the ability to choose how they learn.

Learning Outcomes

Graduates in the MS in Human Services program will be prepared to:

Demonstrate the skills necessary to advocate for a variety of individuals and groups in order to promote social change.
Evaluate human services related scenarios in order to determine appropriate needs and solutions.
Communicate effectively with diverse groups of individuals.
Demonstrate an understanding of the history of the human services profession in relation to its impact on the practice of human services.
Analyze the appropriateness of human services practice for diverse individuals and groups.
Advocate for the needs of diverse populations in order to promote positive social change.
Develop a professional identity as a human service professional practitioner.

Specializations

- General Program
- Community and Social Services
- Community Intervention and Leadership
- Conflict Management and Negotiation
- Criminal Justice
- Disaster, Crisis, and Intervention
- Family Studies and Intervention
- Gerontology
- Global Social Services
- Human Services Nonprofit Administration
- Mental Health
- Military Families and Culture
- Social Policy Analysis, and Planning
- Studies in Aging

Degree Requirements

48–53 total quarter credits depending on specialization

- Foundation course (3 cr.)
- Core courses (25 cr.)
- Elective/specialization courses (15–20 cr.)
- Capstone (5 cr.)

Core Curriculum

Foundation Course (3 cr.)

HUMN 6000 - Foundation of Graduate Study in Human Services

Core Courses (25 cr.)

HUMN 6160 - The Advanced Human Services Professional Practitioner in a Changing World
HUMN 6161 - Assessment and Motivational Interviewing
HUMN 6162 - Cultural Humility and Diversity
HUMN 6480 - Applied Research and Evaluation Methods
HUMN 6207 - Grant Writing
Elective/Specialization Courses (15–20 cr.)

These courses are dependent upon the particular specialization. Please see the course list on each specialization page. Choose elective courses (5 cr. each) from any MS in Human Services specialization.

Capstone Course (5 cr.)

HUMN 6660 - Social Change, Leadership, and Advocacy for Human Services Professional Practitioners

Course Sequence

Students undertake courses in the following sequence.

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>HUMN 6000 - Foundation of Graduate Study in Human Services</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>HUMN 6160 - The Advanced Human Services Professional Practitioner in a Changing World ◆</td>
<td>5 cr.</td>
</tr>
<tr>
<td>2</td>
<td>HUMN 6161 - Assessment and Motivational Interviewing◆</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>HUMN 6162 - Cultural Humility and Diversity◆</td>
<td>5 cr.</td>
</tr>
<tr>
<td>3</td>
<td>HUMN 6480 - Applied Research and Evaluation Methods◆</td>
<td>5 cr.</td>
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<tr>
<td></td>
<td>HUMN 6XXX Elective or Specialization Course</td>
<td>5 cr.</td>
</tr>
<tr>
<td>4</td>
<td>HUMN 6207 - Grant Writing◆</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>Elective or Specialization Course</td>
<td>5 cr.</td>
</tr>
<tr>
<td>5–6</td>
<td>Elective or Specialization Course*</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>HUMN 6660 - Social Change, Leadership, and Advocacy for Human Services Professional Practitioners</td>
<td>5 cr.</td>
</tr>
</tbody>
</table>

*All specialization courses should be taken before HUMN 6660.

Note on Licensure
The MS in Human Services program, including its specializations, is not designed to lead to professional licensure, including, but not limited to, licensure as a professional therapist, counselor, social worker, or psychologist.

Doctoral Degree Programs

**Doctor of Human Services (DHS)**

Do you want to deepen your impact as a social problem-solver? Walden’s practitioner-focused Doctor of Human Services (DHS) program curriculum is designed to help human services professionals effect meaningful change in the field through direct practice, advocacy, or policy.

In the DHS program, students can gain the expertise to help organizations move the needle on complex social issues. Students can focus their studies through two specializations and complete a capstone project on a topic they are passionate about. Graduates from program feeling energized, confident, and ready to make a difference for individuals, families, and communities.

A DHS degree prepares human services professionals to address social problems through evidence-based advocacy and program evaluation.

**Learning Outcomes**

At the end of the program, students will be able to:

- Assess the needs of clients accessing human services programs using a variety of evidence-supported approaches.
- Evaluate the effectiveness of the human service programs using a variety of evidence-supported approaches.
- Develop strategies for working collaboratively with interdisciplinary teams of professionals to deliver support services to diverse populations.
- Design research that contributes to positive social change related to human services.
- Advocate for the needs of diverse populations in order to promote positive social change.
- Develop an advanced human services practitioner professional identity.

**Specializations**

- Leadership and Program Evaluation in Human Services Organizations
- Prevention, Intervention, and Advocacy

**Minimum Degree Requirements**
68 quarter credits
Doctoral Writing Assessment
Foundation course (3 cr.)
Core courses (30 cr.)
Specialization courses (15 cr.)
Completion of the Doctoral Capstone
  Communities of Practice and Research (CPR) courses (5 cr.; continuously enrolled in 1 cr. per term for a minimum of 5 terms until CPR completion)
  Capstone writing courses (continuous enrollment in 5 cr. per term for a minimum of 3 terms until completion)

Curriculum

Foundation Course (3 cr.)

HUMN 8001D - Keys to Doctoral Studies Success

Core Courses (30 cr.)

HUMN 8206D - The World of Human Services: Reimagined
HUMN 8304D - Data as Evidence
HUMN 8243D - Push and Pull of Understanding Human Services Problems: Force Field Analysis
HUMN 8244D - Champions for Change: Action Research for Advocacy
HUMN 8237D - Advanced Program Evaluation
HUMN 8207D - Grant Writing

Specialization Courses (15 cr.)

These courses are dependent upon the particular specialization. Please see the course list on each specialization page.

Completion of the Doctoral Capstone

  Communities of Practice and Research (CPR) Courses
  (5 cr.; continuously enrolled in 1 cr. per term for a minimum of five terms until CPR completion)
  HUMN 9001D - Communities of Practice and Research 1
  HUMN 9002D - Communities of Practice and Research 2
  HUMN 9003D - Communities of Practice and Research 3
  HUMN 9004D - Communities of Practice and Research 4
  HUMN 9005D - Communities of Practice and Research 5

  Capstone Writing Course
  (5 cr. per term for a minimum of three terms; taken continuously until completion)
HUMN 9100D - DHS Capstone

Course Sequence

The recommended course sequence is as follows:

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>HUMN 8001D - Keys to Doctoral Studies Success ◆</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>HUMN 8206D - The World of Human Services: Reimagined ◆</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>HUMN 9001D - Communities of Practice and Research 1</td>
<td>1 cr.</td>
</tr>
<tr>
<td>2</td>
<td>HUMN 8304D - Data as Evidence ◆</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>Specialization Course 1</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>HUMN 9002D - Communities of Practice and Research 2</td>
<td>1 cr.</td>
</tr>
<tr>
<td>3</td>
<td>HUMN 8243D - Push and Pull of Understanding Human Services Problems: Force Field Analysis ◆</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>HUMN 8244D - Champions for Change: Action Research for Advocacy ◆</td>
<td>5 cr.</td>
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<td></td>
<td>HUMN 9003D - Communities of Practice and Research 3</td>
<td>1 cr.</td>
</tr>
<tr>
<td>4</td>
<td>HUMN 8237D - Advanced Program Evaluation ◆</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>Specialization Course 2</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>HUMN 9004D - Communities of Practice and Research 4</td>
<td>1 cr.</td>
</tr>
<tr>
<td>5</td>
<td>HUMN 8207D - Grant Writing ◆</td>
<td>5 cr.</td>
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<tr>
<td>Quarter</td>
<td>Course</td>
<td>Credits</td>
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<tr>
<td></td>
<td>Specialization Course 3</td>
<td>5 cr.</td>
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<tr>
<td></td>
<td>HUMN 9005D - Communities of Practice and Research 5</td>
<td>1 cr.</td>
</tr>
<tr>
<td>6+</td>
<td>Capstone Writing Course</td>
<td>5 cr. per term for a minimum of 3 terms; taken continuously until completion</td>
</tr>
<tr>
<td></td>
<td>HUMN 9100D - DHS Capstone*</td>
<td></td>
</tr>
</tbody>
</table>

*Students take this course for a minimum of three quarters and are continuously enrolled until completion of their doctoral study with final chief academic officer (CAO) approval. In general, students are continuously registered in the doctoral study course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the doctoral study course shell.

To complete a doctoral study, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their doctoral study on ProQuest before their degree is conferred. Learn more about the doctoral study process in the Professional Doctorate Documents.

**Doctoral Writing Assessment**

Students who start or readmit to doctoral programs at Walden University in the university catalog for academic year 2017 or later will complete the university’s required doctoral writing assessment. Designed to evaluate incoming doctoral students’ writing skills, this assessment aims to help prepare incoming doctoral students to meet the university’s expectations for writing at the doctoral level.

**Note on Licensure**

The Doctor of Human Services program, including its specializations, is not designed to lead to professional licensure including licensure as a professional therapist, counselor, social worker, or psychologist.

**8-Year Maximum Time Frame**

Students have up to 8 years to complete their doctoral degree requirements (see Enrollment Requirements). Students may petition to extend the 8-year maximum time frame, but an extension is not guaranteed.
**PhD in Criminal Justice**

The PhD in Criminal Justice program helps prepare students with the skills needed to pursue a range of criminal justice-related roles including leadership and education. Spanning topics such as homeland security, human services, and the role of technology in law enforcement, the curriculum examines contemporary criminal justice theory and practice while outlining some of the national and global issues facing the field today. Students can choose from six optional specializations to create a program of study that is tailored to their professional objectives.

**Learning Outcomes**

Upon graduation, students will be able to:

- Evaluate the root causes of crime and its impact on criminal justice policies, practices, and procedures.
- Evaluate management philosophies in managing human resources in criminal justice organizations.
- Synthesize theory and research on the historical trends and current perspectives in criminal justice.
- Apply data analysis techniques and research design methods to scholarly research in criminal justice.
- Evaluate the role of criminal justice in advancing social justice and positive social change.

**Program Types**

**General (Track I)**—Track I is a program of study for students who have a master's degree in criminal justice or a related field.

**General (Track II)**—Track II is a program of study for students who have a master's degree in a discipline unrelated to the criminal justice field.

**Specializations**

Changing specializations may increase a student's expected time-to-degree completion and cost.

- General Program (below)
- Emergency Management
- Global Leadership
- Homeland Security Policy and Coordination
- Justice Administration (not a specialization option for the Track II program of study)
Law and Public Policy
Online Teaching in Higher Education
Public Management and Leadership

General Program (Track I)

Minimum Degree Requirements

  Doctoral Writing Assessment
  Professional Development Plan and Program of Study
  Foundation course (3 cr.)
  Core courses (20 cr.)
  Specialization/elective courses (15 cr.)
  Research courses (20 cr.)
  Completion of Doctoral Dissertation
    Dissertation support courses (5 cr.)
    Dissertation writing courses (5 cr. per term for a minimum of four terms taken continuously until completion)
  Quarter Plans
  Four PhD residencies

Curriculum

Foundation Course (3 cr.)

   CRJS 8002 - Foundations of Doctoral Study

Core Courses (20 cr.)

   CRJS 8350 - History and Contemporary Issues in Criminal Justice
   CRJS 8351 - Policy and Analysis in Criminal Justice Systems
   CRJS 8352 - Leadership: Putting Theory into Practice in Criminal Justice Administration
   CRJS 8381 - Program Evaluation

Specialization/Elective Courses (15 cr.)

   These courses are dependent upon the particular specialization. Please see the course list on each specialization page. For the general program, students select three courses from any of the PhD in Criminal Justice specialization courses.

Research Courses (20 cr.)

   RSCH 8110 - Research Theory, Design, and Methods
RSCH 8210 - Quantitative Reasoning and Analysis
RSCH 8310 - Qualitative Reasoning and Analysis
AND
RSCH 8260 - Advanced Quantitative Reasoning and Analysis OR
RSCH 8360 - Advanced Qualitative Reasoning and Analysis OR
RSCH 8460 - Advanced Mixed-Methods Reasoning and Analysis

Residency Requirements

Complete Residency 1 as soon as you begin your program; should be completed within 90 days of completing your Foundations course.

Complete Residency 2 within 18 months of your start date or linked to your registration for or completion of your first research course.

Complete Residency 3 by the end of your third year.

Complete Residency 4 after your prospectus is approved as follows:
- Residency 4 General (RESI 8404) OR
- Residency 4 Proposal Writing (RESI 8404Q) OR
- Residency 4 Methods & Data Collection: Qualitative (RESI 8404R) OR
- Residency 4 Methods & Data Collection: Quantitative (RESI 8404S) OR
- Residency 4 Publishing & Presenting (RESI 8404T) OR
- an approved professional conference (RESI 8900 for select programs only.
  Contact Advising for information.) OR
- a dissertation intensive (DRWI 8500) during your 9000 course. Contact Student Success Advising to register. You must attend all sessions and advising throughout the entire intensive retreat in order to successfully complete the experience to satisfy residency 4 requirements. NOTE: Intensive Retreats are NOT included in Fast Track tuition.

Optional: Complete a PhD dissertation intensive (DRWI 8500) during your dissertation. Contact Student Success Advising to register.

Completion of the Doctoral Dissertation

**CRJS 8115 - Writing a Quality Prospectus**
**CRJS 9000 - Dissertation**
* Students take this course for a minimum of four quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval. In general, students are continuously registered in the dissertation course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation course shell.

To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.
Course Sequence

Students undertake courses in the following sequence.

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>CRJS 8002 - Foundations of Doctoral Study</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>CRJS 8350 - History and Contemporary Issues in Criminal Justice</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>Complete Residency 1 as soon as you begin your program; should be completed within 90 days of completing your Foundations course.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>CRJS 8351 - Policy and Analysis in Criminal Justice Systems</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>CRJS 8352 - Leadership: Putting Theory into Practice in Criminal Justice Administration</td>
<td>5 cr.</td>
</tr>
<tr>
<td>3</td>
<td>Elective/Specialization Course 1</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>RSCH 8110 - Research Theory, Design, and Methods</td>
<td>5 cr.</td>
</tr>
<tr>
<td>4</td>
<td>Elective/Specialization Course 2</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>RSCH 8210 - Quantitative Reasoning and Analysis</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>Complete Residency 2 within 18 months of your start date or linked to your registration for or completion of your first research course.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Elective/Specialization Course 3</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>RSCH 8310 - Qualitative Reasoning and Analysis</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>Complete Residency 3 by the end of your third year.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>CRJS 8381 - Program Evaluation</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>CRJS 8115 - Writing a Quality Prospectus</td>
<td>5 cr.</td>
</tr>
</tbody>
</table>
Students undertake courses in the following sequence.

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<th>Quarter</th>
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<tbody>
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<td>Residency 4</td>
<td>– Complete residency 4 after your prospectus is approved as follows:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Residency 4 General (RESI 8404) OR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Residency 4 Proposal Writing (RESI 8404Q) OR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Residency 4 Methods &amp; Data Collection:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Qualitative (RESI 8404R) OR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Residency 4 Methods &amp; Data Collection:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Quantitative (RESI 8404S) OR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Residency 4 Publishing &amp; Presenting (RESI 8404T) OR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>an approved professional conference (RESI 8900 for select programs only. Contact Advising for information.) OR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a dissertation intensive (DRWI 8500) during your 9000 course. Contact Student Success Advising to register.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>You must attend all sessions and advising throughout the entire intensive retreat in order to successfully complete the experience to satisfy residency 4 requirements. NOTE: Intensive Retreats are NOT included in Fast Track tuition.</td>
<td></td>
</tr>
<tr>
<td>7+</td>
<td>RSCH 8260 - Advanced Quantitative Reasoning and Analysis OR RSCH 8360 - Advanced Qualitative Reasoning and Analysis OR RSCH 8460 - Advanced Mixed-Methods Reasoning and Analysis</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>CRJS 9000 - Dissertation *</td>
<td>5 cr. per term for a minimum of 4 terms; taken continuously until completion</td>
</tr>
<tr>
<td>Optional</td>
<td>Complete a PhD dissertation intensive during CRJS 9000. Contact Student Success Advising to register.</td>
<td></td>
</tr>
</tbody>
</table>

* Students take this course for a minimum of four quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval. In general, students are continuously registered in the dissertation course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation course shell.
To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

Fast-Track Option Program of Study – Track I

Walden offers a Fast-Track Option. With the Fast-Track Option, students take up to three courses and a dissertation preparatory course to expedite their path through the program.

Minimum Degree Requirements

- Doctoral Writing Assessment
- Professional Development Plan and Program of Study
- Foundation course (3 cr.)
- Core courses (20 cr.)
- Specialization/elective courses (15 cr.)
- Research courses (20 cr.)
- Completion of Doctoral Dissertation
  - Dissertation support course (5 cr.)
  - Dissertation writing courses (5 cr. per term for a minimum of three terms taken continuously until completion)
- Quarter Plans
- Four PhD residencies

In addition, students must

- Pass a writing assessment.
- Submit an application essay.
- Maintain a 3.0 GPA.

Walden students have up to 8 years to complete their doctoral program unless they petition for an extension.

In general, students are continuously registered in the dissertation course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation course shell.
To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

Course Sequence (Fast Track for Track I)

Note: PhD in Criminal Justice Fast-Track Option courses are identified with an ACRJ course prefix for enrollment purposes. ACRJ course descriptions align with corresponding CRJS courses, as listed below.

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>CRJS 8002 - Foundations of Doctoral Study</strong></td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td><strong>CRJS 8350 - History and Contemporary Issues in Criminal Justice</strong></td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td><strong>CRJS 8351 - Policy and Analysis in Criminal Justice Systems</strong></td>
<td>5 cr.</td>
</tr>
<tr>
<td>2</td>
<td><strong>CRJS 8352 - Leadership: Putting Theory into Practice in Criminal Justice Administration</strong></td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td><strong>CRJS XXXX Specialization or Elective Course</strong></td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td><strong>RSCH 8110O - Research Theory, Design, and Methods</strong></td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td><strong>CRJS 9000 - Dissertation</strong></td>
<td>1 cr.</td>
</tr>
<tr>
<td>3</td>
<td><strong>CRJS XXXX Specialization or Elective Course</strong></td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td><strong>RSCH 8210O - Quantitative Reasoning and Analysis</strong></td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td><strong>CRJS 9000 - Dissertation</strong></td>
<td>1 cr.</td>
</tr>
<tr>
<td></td>
<td><strong>CRJS XXXX Specialization or Elective Course</strong></td>
<td>5 cr.</td>
</tr>
<tr>
<td>4</td>
<td><strong>RSCH 8310O - Qualitative Reasoning and Analysis</strong></td>
<td>5 cr.</td>
</tr>
</tbody>
</table>
Students undertake courses in the following sequence.

<table>
<thead>
<tr>
<th>Quarter</th>
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<tbody>
<tr>
<td></td>
<td>CRJS 8381 - Program Evaluation</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>CRJS 9000 - Dissertation**</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>CRJS 8115 - Writing a Quality Prospectus</td>
<td>5 cr.</td>
</tr>
<tr>
<td>5+</td>
<td>CRJS 9000 - Dissertation</td>
<td>5 cr. for a minimum of 3 terms; continuously enrolled until completion</td>
</tr>
</tbody>
</table>

* In quarters 2 and 3, CRJS 9000 is equivalent to ACRJ 9001A. ACRJ 9001A is a one-credit course.
** In quarter 4, CRJS 9000 is equivalent to ACRJ 9001B. ACRJ 9001B is a one-credit course.

General Program (Track II)

Minimum Degree Requirements

- Doctoral Writing Assessment
- Professional Development Plan and Program of Study
- Foundation course (3 cr.)
- Core courses (35 cr.)
- Specialization courses (15 cr.)

  *Note: The General program does not require electives or specialization courses.

- Research courses (20 cr.)
- Completion of Doctoral Dissertation
  - Dissertation support course (5 cr.)
  - Dissertation writing courses (5 cr. per term for a minimum of four terms taken continuously until completion)
- Quarter Plans
Four PhD residencies

Curriculum

Foundation Course (3 cr.)

CRJS 8002 - Foundations of Doctoral Study

Core Courses (35 cr.)

CRJS 8137 - The Nature of Crime and Criminology
CRJS 8215 - Controversies in Criminal Justice
CRJS 8217 - Technological Solutions and 21st-Century Crime
CRJS 8350 - History and Contemporary Issues in Criminal Justice
CRJS 8351 - Policy and Analysis in Criminal Justice Systems
CRJS 8352 - Leadership: Putting Theory into Practice in Criminal Justice Administration
CRJS 8381 - Program Evaluation

Specialization Courses (15 cr.)

These courses are dependent upon the particular specialization. Please see the course list on each specialization page.

Research Courses (20 cr.)

RSCH 8110 - Research Theory, Design, and Methods
RSCH 8210 - Quantitative Reasoning and Analysis
RSCH 8310 - Qualitative Reasoning and Analysis
AND
RSCH 8260 - Advanced Quantitative Reasoning and Analysis OR
RSCH 8360 - Advanced Qualitative Reasoning and Analysis OR
RSCH 8460 - Advanced Mixed-Methods Reasoning and Analysis

Residency Requirements

Complete Residency 1 as soon as you begin your program; should be completed within 90 days of completing your Foundations course.

Complete Residency 2 within 18 months of your start date or linked to your registration for or completion of your first research course.

Complete Residency 3 by the end of your third year.

Complete Residency 4 after your prospectus is approved as follows:

Residency 4 General (RESI 8404) OR
Residency 4 Proposal Writing (RESI 8404Q) OR
Residency 4 Methods & Data Collection: Qualitative (RESI 8404R) OR
Residency 4 Methods & Data Collection: Quantitative (RESI 8404S) OR
Residency 4 Publishing & Presenting (RESI 8404T) OR
an approved professional conference (RESI 8900 for select programs only.
Contact Advising for information.) OR
a dissertation intensive (DRWI 8500) during your 9000 course. Contact
Student Success Advising to register. You must attend all sessions and
advising throughout the entire intensive retreat in order to successfully
complete the experience to satisfy residency 4 requirements. NOTE:
Intensive Retreats are NOT included in Fast Track tuition.

Optional: Complete a PhD dissertation intensive (DRWI 8500) during your
dissertation. Contact Student Success Advising to register.

Completion of the Doctoral Dissertation

CRJS 8115 - Writing a Quality Prospectus
CRJS 9000 - Dissertation
Students take this course for a minimum of four quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval. In general, students are continuously registered in the dissertation course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation course shell.
To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

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<td>CRJS 8002 - Foundations of Doctoral Study</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>CRJS 8350 - History and Contemporary Issues in Criminal Justice</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>Complete Residency 1 as soon as you begin your program;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>should be completed within 90 days of completing your</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Foundations course.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>CRJS 8351 - Policy and Analysis in Criminal Justice Systems</td>
<td>5 cr.</td>
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</tbody>
</table>
Students undertake courses in the following sequence.

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<tr>
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<tr>
<td></td>
<td>CRJS 8352 - Leadership: Putting Theory into Practice in Criminal Justice Administration</td>
<td>5 cr.</td>
</tr>
<tr>
<td>3</td>
<td>CRJS 8137 - The Nature of Crime and Criminology</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>RSCH 8110 - Research Theory, Design, and Methods</td>
<td>5 cr.</td>
</tr>
<tr>
<td>4</td>
<td>CRJS 8215 - Controversies in Criminal Justice</td>
<td>5 cr.</td>
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<tr>
<td></td>
<td>RSCH 8210 - Quantitative Reasoning and Analysis</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>Complete Residency 2 within 18 months of your start date or linked to your registration for or completion of your first research course.</td>
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</tr>
<tr>
<td>5</td>
<td>CRJS 8217 - Technological Solutions and 21st-Century Crime</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>RSCH 8310 - Qualitative Reasoning and Analysis</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>Complete Residency 3 by the end of your third year.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>CRJS 8381 - Program Evaluation</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>Specialization Course 1</td>
<td>5 cr.</td>
</tr>
<tr>
<td>7</td>
<td>Specialization Course 2</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>CRJS 8115 - Writing a Quality Prospectus</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>Complete Residency 4 after your prospectus is approved as follows:</td>
<td></td>
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<tr>
<td></td>
<td>Residency 4 General (RESI 8404) OR</td>
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<td>Residency 4 Proposal Writing (RESI 8404Q) OR</td>
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<td>Residency 4 Methods &amp; Data Collection: Qualitative (RESI 8404R) OR</td>
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<td>Residency 4 Methods &amp; Data Collection: Quantitative (RESI 8404S) OR</td>
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<td>Residency 4 Publishing &amp; Presenting (RESI 8404T) OR</td>
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<td>5 cr.</td>
<td></td>
</tr>
<tr>
<td>RSCH 8260 - Advanced Quantitative Reasoning and Analysis OR RSCH 8360 - Advanced Qualitative Reasoning and Analysis OR RSCH 8460 - Advanced Mixed-Methods Reasoning and Analysis</td>
<td>5 cr.</td>
<td></td>
</tr>
<tr>
<td>Specialization Course 3</td>
<td>5 cr.</td>
<td></td>
</tr>
<tr>
<td>9+</td>
<td>CRJS 9000 - Dissertation* <strong>Optional:</strong> Complete a PhD dissertation intensive (DRWI 8500) during CRJS 9000. Contact Student Success Advising to register.</td>
<td>5 cr. per term for a minimum of 4 terms; taken continuously until completion</td>
</tr>
</tbody>
</table>

* Students take this course for a minimum of four terms and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval. In general, students are continuously registered in the dissertation course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation course shell.

To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.
Fast-Track Option Program of Study – Track II

Walden offers a Fast-Track Option. With the Fast-Track Option, students take up to three courses and a dissertation preparatory course to expedite their path through the program.

Minimum Degree Requirements

- Doctoral Writing Assessment
- Professional Development Plan and Program of Study
- Foundation course (3 cr.)
- Core courses (35 cr.)
- Specialization courses (15 cr.)
  
  Note: The General program does not require electives or specialization courses.
- Research courses (20 cr.)
- Completion of Doctoral Dissertation
  - Dissertation support course (5 cr.)
  - Dissertation writing courses (5 cr. per term for a minimum of three terms taken continuously until completion)
- Quarter Plans

Walden students have up to 8 years to complete their doctoral program unless they petition for an extension.

In general, students are continuously registered in the dissertation course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation course shell.

To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

Course Sequence (Fast Track for Track II)

Note: PhD in Criminal Justice Fast-Track Option courses are identified with an ACRJ course prefix for enrollment purposes. ACRJ course descriptions align with corresponding CRJS courses, as listed below.
Students undertake courses in the following sequence.

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<td>CRJS 8002 - Foundations of Doctoral Study</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>CRJS 8350 - History and Contemporary Issues in Criminal Justice</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>CRJS 8351 - Policy and Analysis in Criminal Justice Systems</td>
<td>5 cr.</td>
</tr>
<tr>
<td>2</td>
<td>CRJS 8352 - Leadership: Putting Theory into Practice in Criminal Justice Administration</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>CRJS 8137 - The Nature of Crime and Criminology</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>RSCH 8110O - Research Theory, Design, and Methods</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>CRJS 9000 - Dissertation*</td>
<td>1 cr.</td>
</tr>
<tr>
<td>3</td>
<td>CRJS 8215 - Controversies in Criminal Justice</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>RSCH 8210O - Quantitative Reasoning and Analysis</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>CRJS 9000 - Dissertation*</td>
<td>1 cr.</td>
</tr>
<tr>
<td></td>
<td>CRJS 8217 - Technological Solutions and 21st-Century Crime</td>
<td>5 cr.</td>
</tr>
<tr>
<td>4</td>
<td>RSCH 8310O - Qualitative Reasoning and Analysis</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>CRJS 8381 - Program Evaluation</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>CRJS 8115 - Writing a Quality Prospectus</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>CRJS 9000 - Dissertation**</td>
<td>3 cr.</td>
</tr>
<tr>
<td>5</td>
<td>RSCH 8260O - Advanced Quantitative Reasoning and Analysis [Inactivated 11/4/2021]-or RSCH 8360O - Advanced Qualitative Reasoning and Analysis-or RSCH 8460O - Advanced Mixed-Methods Reasoning and Analysis</td>
<td>5 cr.</td>
</tr>
</tbody>
</table>
Students undertake courses in the following sequence.

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>5+</td>
<td>CRJS 9000 - Dissertation</td>
<td>3 cr. per term for a minimum of 3 terms;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>continuously enrolled until completion</td>
</tr>
</tbody>
</table>

* In quarters 2 and 3, CRJS 9000 is equivalent to ACRJ 9001A. ACRJ 9001A is a one-credit course.

** In quarter 4, CRJS 9000 is equivalent to ACRJ 9001B. ACRJ 9001B is a one-credit course.

Master of Philosophy (Embedded Degree)

Walden awards the Master of Philosophy (MPhil) degree to recognize PhD students for academic achievement leading up to their dissertation. With an MPhil, students will be able to demonstrate to employers and others that they have an advanced knowledge base in their field of study as well as proficiency in research design and evaluation.

Students are eligible to apply for this credential while continuing their PhD program once they have completed:

- All required PhD core courses (or KAMs)
- All required PhD specialization courses (or KAMs)
- All required doctoral research and advanced research courses
- Program prospectus development course
- Residencies 1, 2, and 3

A minimum 3.0 GPA is mandatory.

The MPhil requires a minimum of 45 quarter credits. Maximum transfer of credit varies by program but is not to exceed 50% of the overall, or embedded, program requirements.

Doctoral Writing Assessment

Students who start or readmit to doctoral programs at Walden University in the university catalog for academic year 2017 or later will complete the university’s required doctoral writing assessment. Designed to evaluate incoming doctoral students’ writing skills, this assessment aims to help prepare incoming doctoral students to meet the university’s expectations for writing at the doctoral level.

8-Year Maximum Time Frame
Students have up to 8 years to complete their doctoral degree requirements (see Enrollment Requirements). Students may petition to extend the 8-year maximum time frame, but an extension is not guaranteed.

Note on Licensure

Walden’s PhD in Criminal Justice program is not considered a Professional Peace Officer Education Program for the state of Minnesota and is not designed or intended to prepare graduates for licensure as a peace officer, police officer, or other law enforcement officer in any state.

PhD in Forensic Psychology

Students in Walden’s PhD in Forensic Psychology program will explore the systems and programs that strive to create positive change in the legal system and community settings. Students can broaden their understanding of advanced forensic psychology and examine ways to evaluate programs designed for populations such as the incarcerated, recently released offenders, the mentally ill, and juvenile offenders. Walden's PhD in Forensic Psychology program offers a variety of specializations to help students meet their personal and professional goals. Students may choose from the General Program or the following specializations: Criminal Justice Self-Designed, Crisis Leadership Management, Crisis Response, Legal Issues in Forensic Psychology, Self-Designed, or Victimology.

Learning Outcomes

As graduates of this program, students will be prepared to:

- Evaluate behavior using psychological theory and research from a forensic psychology perspective.
- Analyze seminal works in forensic psychology in terms of their relation to education and/or research.
- Differentiate between advanced legal concepts pertaining to forensic psychology.
- Integrate principles of advanced research methods to produce independent scholarly research related to forensic psychology.
- Evaluate how assessment elements (psychological assessment, risk assessment, psychological reports) are used within forensic psychology settings.
- Engage in decision making using relevant ethical codes (e.g., APA and Specialty Guidelines for Forensic Psychologists) in forensic work settings.
- Promote social change through the integration of principles of forensic psychology in scholarly and/or professional activities.
Specializations

Changing specializations may increase a student's expected time-to-degree completion and cost.

- General Practice
- Criminal Justice Self-Designed
- Crisis Leadership Management
- Crisis Response
- Legal Issues in Forensic Psychology
- Self-Designed
- Victimology

For Students Entering With a BS Degree

Minimum Degree Requirements

- Doctoral Writing Assessment
- Professional Development Plan and Program of Study
- Foundation Course (3 cr.)
- Core courses (45 cr.)
- Research courses (20 cr.)
- Specialization courses (15 cr.)
- Completion of Doctoral Dissertation
  - Dissertation support courses (7 cr.)
  - Dissertation writing courses (5 cr. per term for a minimum of four terms; taken continuously until completion)
- Four PhD residencies

Curriculum

Foundation Course (3 cr.)

  FPSY 8002 - Foundations of Graduate Study in Psychology

Core Courses (45 cr.)

  FPSY 8116 - Understanding Forensic Psychology Research
  FPSY 8126 - Understanding Violence, Risk, and Threat Assessment
  FPSY 8135 - Criminal Behavior
  FPSY 8214 - Consulting for Organizational Change
  FPSY 8252 - Themes and Theories of Psychology
  FPSY 8314 - Program Evaluation
FPSY 8400 - Advanced Issues in Forensic Psychology
FPSY 8720 - Abnormal Behavior
FPSY 8762 - Teaching of Psychology

Research Courses (20 cr.)

RSCH 8210 - Quantitative Reasoning and Analysis
RSCH 8260 - Advanced Quantitative Reasoning and Analysis
RSCH 8310 - Qualitative Reasoning and Analysis
RSCH 8360 - Advanced Qualitative Reasoning and Analysis

Specialization Courses (15 cr.)

See each specialization page for the list of courses for that specialization.

Residency Requirements

Residency 1 – Complete Residency 1 as soon as you begin your program; should be completed in term 1 or term 2.
Residency 2 – Complete Residency 2 at the beginning of your second year, around the time of second research course (RSCH 8310).
Residency 3 – Complete Residency 3 once you have a prospectus in Walden's review system.
Residency 4 – Complete Residency 4 after your prospectus is approved as follows:
   Residency 4 General (RESI 8404) OR
   Residency 4 Proposal Writing (RESI 8404Q) OR
   Residency 4 Methods & Data Collection: Qualitative (RESI 8404R) OR
   Residency 4 Methods & Data Collection: Quantitative (RESI 8404S) OR
   Residency 4 Publishing & Presenting (RESI 8404T) OR
an approved professional conference (RESI 8900 for select programs only.
   Contact Advising for information.) OR
   a dissertation intensive (DRWI 8500) during your 9000 course. Contact Student Success Advising to register. You must attend all sessions and advising throughout the entire intensive retreat in order to successfully complete the experience to satisfy residency 4 requirements. NOTE: Intensive Retreats are NOT included in Fast Track tuition.

Optional: Complete a dissertation intensive (DRWI 8500) during FPSY 9000.
   Contact Student Success Advising to register. Note: Intensives are not included in Fast Track tuition.

Completion of the Doctoral Dissertation

FPSY 8115 - Writing a Quality Prospectus in Psychology OR
FPSY 8185 - Writing a Quality Prospectus in Psychology
AND

FPSY 8700 - Dissertation Literature Review Lab
FPSY 9000 - Dissertation

Students take this course for a minimum of four quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval. In general, students are continuously registered in the dissertation course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation course shell.

To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

Course Sequence for Students Entering With a BS Degree

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>FPSY 8002 - Foundations of Graduate Study in Psychology</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>FPSY 8252 - Themes and Theories of Psychology</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>Complete Residency 1 as soon as you begin your program; should be completed in Term 1 or Term 2.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>FPSY 8720 - Abnormal Behavior</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>FPSY 8135 - Criminal Behavior</td>
<td>5 cr.</td>
</tr>
<tr>
<td>3</td>
<td>FPSY 8116 - Understanding Forensic Psychology Research</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>FPSY 8126 - Understanding Violence, Risk, and Threat Assessment</td>
<td>5 cr.</td>
</tr>
<tr>
<td>4</td>
<td>FPSY 8762 - Teaching of Psychology</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>RSCH 8210 - Quantitative Reasoning and Analysis</td>
<td>5 cr.</td>
</tr>
<tr>
<td>5</td>
<td>Specialization Course</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>Complete Residency 2 at the beginning of your second year, around the time of second research course (RSCH 8310).</td>
<td></td>
</tr>
</tbody>
</table>
Students undertake courses in the following sequence.

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>RSCH 8310 - Qualitative Reasoning and Analysis</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>FPSY 8314 - Program Evaluation</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>RSCH 8260 - Advanced Quantitative Reasoning and Analysis</td>
<td>5 cr.</td>
</tr>
<tr>
<td>7</td>
<td>Specialization Course</td>
<td>5–6 cr.</td>
</tr>
<tr>
<td></td>
<td>RSCH 8360 - Advanced Qualitative Reasoning and Analysis</td>
<td>5 cr.</td>
</tr>
<tr>
<td>8</td>
<td>FPSY 8700 - Dissertation Literature Review Lab</td>
<td>2 cr.</td>
</tr>
<tr>
<td></td>
<td>FPSY 8400 - Advanced Issues in Forensic Psychology</td>
<td>5 cr.</td>
</tr>
<tr>
<td>9</td>
<td>FPSY 8214 - Consulting for Organizational Change</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>Specialization Course</td>
<td>5–6 cr.</td>
</tr>
<tr>
<td>10+</td>
<td>FPSY 8115 - Writing a Quality Prospectus in Psychology OR FPSY 8185 - Writing a Quality Prospectus in Psychology</td>
<td>5 cr.</td>
</tr>
</tbody>
</table>

Complete Residency 3 once you have a prospectus in Walden’s review system.

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>10+</td>
<td>FSY 9000 - Dissertation*</td>
<td>5 cr. per term for a minimum of 4 terms; taken continuously until completion</td>
</tr>
</tbody>
</table>

Complete Residency 4 after your prospectus is approved as follows:

- Residency 4 General (RESI 8404) OR
- Residency 4 Proposal Writing (RESI 8404Q) OR
- Residency 4 Methods & Data Collection: Qualitative (RESI 8404R) OR
Students undertake courses in the following sequence.

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Residency 4 Methods &amp; Data Collection: Quantitative (RESI 8404S) OR Residency 4 Publishing &amp; Presenting (RESI 8404T) OR an approved professional conference (RESI 8900 for select programs only. Contact Advising for information.) OR a dissertation intensive (DRWI 8500) during your 9000 course. Contact Student Success Advising to register. You must attend all sessions and advising throughout the entire intensive retreat in order to successfully complete the experience to satisfy residency 4 requirements. NOTE: Intensive Retreats are NOT included in Fast Track tuition.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Optional: Complete a dissertation intensive (DRWI 8500) during FPSY 9000. Contact Student Success Advising to register.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Students take this course for a minimum of four quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval. In general, students are continuously registered in the dissertation course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation course shell.

To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

**Fast-Track Option Program of Study for BS Entry**

Walden offers a Fast-Track Option. With the Fast-Track Option, students take additional courses and begin their dissertation early to expedite their path through the program.

**Minimum Degree Requirements**

- Doctoral Writing Assessment
Professional Development Plan and Program of Study

Foundation course (3 cr.)
Core courses (45 cr.)
Research courses (20 cr.)
Specialization courses (15 cr.)
Completion of Doctoral Dissertation
  Dissertation support courses (7 cr.)
  Dissertation writing courses (continuously enrolled until completion)
Four PhD residencies

In addition, students must

Pass a writing assessment.
Submit an application essay.
Maintain a 3.0 GPA.

Walden students have up to 8 years to complete their doctoral program unless they petition for an extension.

In general, students are continuously registered in the dissertation course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation course shell.

To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

Course Sequence

Note: PhD in Forensic Psychology Fast-Track Option courses are identified with an APSY course prefix for enrollment purposes. APSY course descriptions align with corresponding FPSY courses, as listed below.

Students undertake courses in the following sequence.

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>FPSY 8002 - Foundations of Graduate Study in Psychology</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>Complete Residency 1 as soon as you begin your program; should be completed in Term 1 or Term 2.</td>
<td></td>
</tr>
</tbody>
</table>
Students undertake courses in the following sequence.

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>FPSY 8252 - Themes and Theories of Psychology</td>
<td>5 cr.</td>
</tr>
<tr>
<td>1</td>
<td>FPSY 8720 - Abnormal Behavior*</td>
<td>5 cr.</td>
</tr>
<tr>
<td>2</td>
<td>FPSY 8135 - Criminal Behavior</td>
<td>5 cr.</td>
</tr>
<tr>
<td>2</td>
<td>FPSY 8116 - Understanding Forensic Psychology</td>
<td>5 cr.</td>
</tr>
<tr>
<td>2</td>
<td>FPSY 8126 - Understanding Violence, Risk, and Threat Assessment</td>
<td>5 cr.</td>
</tr>
<tr>
<td>2</td>
<td>FPSY 9000 - Dissertation**</td>
<td>1 cr.</td>
</tr>
<tr>
<td>3</td>
<td>FPSY 8762 - Teaching of Psychology</td>
<td>5 cr.</td>
</tr>
<tr>
<td>3</td>
<td>RSCH 8210 - Quantitative Reasoning and Analysis</td>
<td>5 cr.</td>
</tr>
<tr>
<td>3</td>
<td>APSY 8XXX Specialization #1</td>
<td>5 cr.</td>
</tr>
<tr>
<td>3</td>
<td>FPSY 9000 - Dissertation**</td>
<td>1 cr.</td>
</tr>
<tr>
<td>4</td>
<td>RSCH 8310 - Qualitative Reasoning and Analysis</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>Complete Residency 2 at the beginning of your second year, around the time of second research course (RSCH 8310).</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>FPSY 8314 - Program Evaluation</td>
<td>5 cr.</td>
</tr>
<tr>
<td>4</td>
<td>RSCH 8260 - Advanced Quantitative Reasoning and Analysis</td>
<td>5 cr.</td>
</tr>
<tr>
<td>4</td>
<td>FPSY 9000 - Dissertation**</td>
<td>1 cr.</td>
</tr>
<tr>
<td>5</td>
<td>APSY 8XXX Specialization #2</td>
<td>5 cr.</td>
</tr>
<tr>
<td>5</td>
<td>RSCH 8360 - Advanced Qualitative Reasoning and Analysis</td>
<td>5 cr.</td>
</tr>
</tbody>
</table>
Students undertake courses in the following sequence.

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>FPSY 8700 - Dissertation Literature Review Lab</td>
<td>2 cr.</td>
</tr>
<tr>
<td>5</td>
<td>FPSY 8400 - Advanced Issues in Forensic Psychology</td>
<td>5 cr.</td>
</tr>
<tr>
<td>5</td>
<td>FPSY 9000 - Dissertation**</td>
<td>1 cr.</td>
</tr>
<tr>
<td>6</td>
<td>FPSY 8214 - Consulting for Organizational Change</td>
<td>5 cr.</td>
</tr>
<tr>
<td>6</td>
<td>APSY 8XXX Specialization #3</td>
<td>5 cr.</td>
</tr>
<tr>
<td>6</td>
<td>FPSY 8115 - Writing a Quality Prospectus in Psychology OR FPSY 8185 - Writing a Quality Prospectus in Psychology</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>Complete Residency 3 once you have a prospectus in Walden's review system.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>FPSY 9000 - Dissertation**</td>
<td>1 cr.</td>
</tr>
<tr>
<td></td>
<td>Complete Residency 4 while in the development stage of your Proposal:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>residency (RESI 8404) OR an approved professional conference (RESI 8900 based on program availability) OR a dissertation intensive (DRWI 8500) during FPSY 9000 to progress toward completion and defense of the dissertation. Contact Student Success Advising to register. Note: Intensives are not included in Fast Track tuition.</td>
<td></td>
</tr>
<tr>
<td>7+</td>
<td>FPSY 9000 - Dissertation</td>
<td>5 cr. per term for a minimum of 3 terms; taken continuously until completion</td>
</tr>
<tr>
<td></td>
<td>Optional: Complete a dissertation intensive (DRWI 8500) during FPSY 9000. Contact Student Success Advising to register. Note: Intensives are not included in Fast Track tuition.</td>
<td></td>
</tr>
</tbody>
</table>
For Students Entering With an MS Degree

Minimum Degree Requirements

   Doctoral Writing Assessment
   Professional Development Plan and Program of Study
   Foundation course (3 cr.)
   Core courses (25 cr.)
   Research courses (10 cr.)
   Specialization courses (15 cr.)
   Completion of Doctoral Dissertation
      Dissertation support courses (7 cr.)
      Dissertation writing courses (5 cr. per term for a minimum of four terms; taken continuously until completion)
   Four PhD residencies

Curriculum

Foundation Course (3 cr.)

   FPSY 8002 - Foundations of Graduate Study in Psychology

Core Courses (25 cr.)

   FPSY 8102 - Intersection of Crime, Psychology, and the Law
   FPSY 8126 - Understanding Violence, Risk, and Threat Assessment
   FPSY 8400 - Advanced Issues in Forensic Psychology
   FPSY 8412 - Research Foundations
   FPSY 8910 - Legal Issues and Social Change in Forensic Psychology

Research Courses (10 cr.)

   RSCH 8260 - Advanced Quantitative Reasoning and Analysis
   RSCH 8360 - Advanced Qualitative Reasoning and Analysis

Specialization Courses (15 cr.)

See each specialization page for the list of courses for that specialization.

Residency Requirements
Residency 1 – Complete Residency 1 as soon as you begin your program; should be completed in Term 1 or Term 2.
Residency 2 – Complete Residency 2 at the beginning of your second year, around the time of second research course.
Residency 3 – Complete Residency 3 once you have a prospectus in Walden’s review system.
Residency 4 – Complete Residency 4 after your prospectus is approved as follows:
- Residency 4 General (RESI 8404) OR
- Residency 4 Proposal Writing (RESI 8404Q) OR
- Residency 4 Methods & Data Collection: Qualitative (RESI 8404R) OR
- Residency 4 Methods & Data Collection: Quantitative (RESI 8404S) OR
- Residency 4 Publishing & Presenting (RESI 8404T) OR
- an approved professional conference (RESI 8900 for select programs only.
  Contact Advising for information.) OR
- a dissertation intensive (DRWI 8500) during your 9000 course. Contact Student Success Advising to register. You must attend all sessions and advising throughout the entire intensive retreat in order to successfully complete the experience to satisfy residency 4 requirements. NOTE: Intensive Retreats are NOT included in Fast Track tuition.
Optional: Complete a dissertation intensive (DRWI 8500) during FPSY 9000. Contact Student Success Advising to register. Note: Intensives are not included in Fast Track tuition.

Completion of the Doctoral Dissertation

FPSY 8115 - Writing a Quality Prospectus in Psychology OR
FPSY 8185 - Writing a Quality Prospectus in Psychology
AND
FPSY 8700 - Dissertation Literature Review Lab
FPSY 9000 - Dissertation
Students take this course for a minimum of four quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval. In general, students are continuously registered in the dissertation course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation course shell.
To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

Course Sequence for Students Entering With an MS Degree
Students undertake courses in the following sequence.

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>FPSY 8002 - Foundations of Graduate Study in Psychology</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>FPSY 8102 - Intersection of Crime, Psychology, and the Law</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td><strong>Complete Residency 1 as soon as you begin your program;</strong> should be completed in Term 1 or Term 2.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>FPSY 8412 - Research Foundations OR RSCH 8210 - Quantitative Reasoning and Analysis OR RSCH 8310 - Qualitative Reasoning and Analysis</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>Specialization Course</td>
<td>5 cr.</td>
</tr>
<tr>
<td>3</td>
<td>RSCH 8360 - Advanced Qualitative Reasoning and Analysis</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>Specialization Course</td>
<td>5–6 cr.</td>
</tr>
<tr>
<td></td>
<td><strong>Complete Residency 2 at the beginning of your second year, around the time of second research course.</strong></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>RSCH 8260 - Advanced Quantitative Reasoning and Analysis</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>FPSY 8126 - Understanding Violence, Risk, and Threat Assessment</td>
<td>5 cr.</td>
</tr>
<tr>
<td>5</td>
<td>Specialization Course</td>
<td>5–6 cr.</td>
</tr>
<tr>
<td></td>
<td>FPSY 8910 - Legal Issues and Social Change in Forensic Psychology</td>
<td>5 cr.</td>
</tr>
<tr>
<td>6</td>
<td>FPSY 8700 - Dissertation Literature Review Lab</td>
<td>2 cr.</td>
</tr>
<tr>
<td></td>
<td>FPSY 8400 - Advanced Issues in Forensic Psychology</td>
<td>5 cr.</td>
</tr>
<tr>
<td>7+</td>
<td>FPSY 8115 - Writing a Quality Prospectus in Psychology OR FPSY 8185 - Writing a Quality Prospectus in Psychology</td>
<td>5 cr.</td>
</tr>
</tbody>
</table>
Students undertake courses in the following sequence.

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Complete Residency 3 once you have a prospectus in Walden’s review system.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>FPSY 9000 - Dissertation*</td>
<td>5 cr. per term for a minimum of 4 terms; taken continuously until completion</td>
</tr>
<tr>
<td></td>
<td>Complete Residency 4 after your prospectus is approved as follows:</td>
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<tr>
<td></td>
<td>Residency 4 General (RESI 8404) OR</td>
<td></td>
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<td></td>
<td>Residency 4 Proposal Writing (RESI 8404Q) OR</td>
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<td></td>
<td>Residency 4 Methods &amp; Data Collection: Qualitative (RESI 8404R) OR</td>
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<tr>
<td></td>
<td>Residency 4 Methods &amp; Data Collection: Quantitative (RESI 8404S) OR</td>
<td></td>
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<tr>
<td></td>
<td>Residency 4 Publishing &amp; Presenting (RESI 8404T) OR</td>
<td></td>
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<td></td>
<td>an approved professional conference (RESI 8900 for select programs only. Contact Advising for information.) OR</td>
<td></td>
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<tr>
<td></td>
<td>a dissertation intensive (DRWI 8500) during your 9000 course. Contact Student Success Advising to register. You must attend all sessions and advising throughout the entire intensive retreat in order to successfully complete the experience to satisfy residency 4 requirements. NOTE: Intensive Retreats are NOT included in Fast Track tuition.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Optional: Complete a dissertation intensive (DRWI 8500) during FPSY 9000. Contact Student Success Advising to register.</td>
<td></td>
</tr>
</tbody>
</table>

* Students take this course for a minimum of four quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval. In general, students are continuously registered in the dissertation course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation course shell.
To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

Fast-Track Option Program of Study for MS Entry

Walden offers a Fast-Track Option. With the Fast-Track Option, students take additional courses and begin their dissertation early to expedite their path through the program.

Minimum Degree Requirements

   Doctoral Writing Assessment
   Professional Development Plan and Program of Study
   Foundation course (3 cr.)
   Core courses (25 cr.)
   Research courses (10 cr.)
   Specialization courses (15 cr.)
   Completion of Doctoral Dissertation
       Dissertation support courses (7 cr.)
       Dissertation writing courses (continuously enrolled until completion)
   Four PhD residencies

   Students must also
       Pass a writing assessment.
       Submit an application essay.
       Maintain a 3.0 GPA.

Walden students have up to 8 years to complete their doctoral program unless they petition for an extension.

In general, students are continuously registered in the dissertation/doctoral study course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation study course shell.

To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.
Course Sequence

Note: PhD in Forensic Psychology Fast-Track Option courses are identified with an APSY course prefix for enrollment purposes. APSY course descriptions align with corresponding FPSY courses, as listed below.

Students undertake courses in the following sequence.

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>FPSY 8002 - Foundations of Graduate Study in Psychology</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>Complete Residency 1 as soon as you begin your program.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>FPSY 8102 - Intersection of Crime, Psychology, and the Law</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>FPSY 8412 - Research Foundations OR RSCH 8210O - Quantitative Reasoning and Analysis OR RSCH 8310O - Qualitative Reasoning and Analysis</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>Complete Residency 2 around the time of second research course.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>FPSY 9000 - Dissertation*</td>
<td>1 cr.</td>
</tr>
<tr>
<td>2</td>
<td>APSY 8XXX Specialization Course 1</td>
<td>5 cr.</td>
</tr>
<tr>
<td>2</td>
<td>RSCH 8360 - Advanced Qualitative Reasoning and Analysis</td>
<td>5 cr.</td>
</tr>
<tr>
<td>2</td>
<td>APSY 8XXX Specialization Course 2</td>
<td>5 cr.</td>
</tr>
<tr>
<td>2</td>
<td>FPSY 9000 - Dissertation*</td>
<td>1 cr.</td>
</tr>
<tr>
<td>3</td>
<td>FPSY 8126 - Understanding Violence, Risk, and Threat Assessment</td>
<td>5 cr.</td>
</tr>
<tr>
<td>3</td>
<td>APSY 8XXX Specialization Course 3</td>
<td>5 cr.</td>
</tr>
<tr>
<td>3</td>
<td>RSCH 8260 - Advanced Quantitative Reasoning and Analysis</td>
<td>5 cr.</td>
</tr>
<tr>
<td>Quarter</td>
<td>Course</td>
<td>Credits</td>
</tr>
<tr>
<td>---------</td>
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</tr>
<tr>
<td>3</td>
<td>FPSY 8700 - Dissertation Literature Review Lab</td>
<td>2 cr.</td>
</tr>
<tr>
<td>3</td>
<td>FPSY 9000 - Dissertation*</td>
<td>1 cr.</td>
</tr>
<tr>
<td>4</td>
<td>FPSY 8910 - Legal Issues and Social Change in Forensic Psychology</td>
<td>5 cr.</td>
</tr>
<tr>
<td>4</td>
<td>FPSY 8400 - Advanced Issues in Forensic Psychology</td>
<td>5 cr.</td>
</tr>
<tr>
<td>4</td>
<td>FPSY 8185 - Writing a Quality Prospectus in Psychology</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>Complete Residency 3 once you have a prospectus in Walden’s review system.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>FPSY 9000 - Dissertation**</td>
<td>2 cr.</td>
</tr>
<tr>
<td></td>
<td>Complete Residency 4 while in the development stage of your Proposal:</td>
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<tr>
<td></td>
<td>residency (RESI 8404) OR</td>
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<td></td>
<td>an approved professional conference (RESI 8900 based on program availability) OR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a dissertation intensive (DRWI 8500) during FPSY 9000 to progress toward completion and defense of the dissertation. Contact Student Success Advising to register. Note: Intensives are not included in Fast Track tuition.</td>
<td></td>
</tr>
<tr>
<td>5+</td>
<td>FPSY 9000 - Dissertation</td>
<td>5 cr. per term for a minimum of 3 terms; taken continuously until completion</td>
</tr>
<tr>
<td></td>
<td>Optional: Complete a dissertation intensive (DRWI 8500) during FPSY 9000. Contact Student Success Advising to register. Note: Intensives are not included in Fast Track tuition</td>
<td></td>
</tr>
</tbody>
</table>

* FPSY 9000 aligns with APSY 9000A Dissertation Prep.

** FPSY 9000 aligns with APSY 9000B Dissertation Prep.

Note on Licensure
The PhD in Forensic Psychology is not a licensure-leading program and does not prepare an individual to become a licensed psychology professional.

Master of Philosophy (Embedded Degree)

Walden awards the Master of Philosophy (MPhil) degree to recognize PhD students for academic achievement leading up to their dissertation. With an MPhil, students will be able to demonstrate to employers and others that they have an advanced knowledge base in their field of study as well as proficiency in research design and evaluation.

Students are eligible to apply for this credential while continuing their PhD program once they have completed:
- All required PhD core courses (or KAMs)
- All required PhD specialization courses (or KAMs)
- All required doctoral research and advanced research courses
- Program prospectus development course
- Residencies 1, 2, and 3

A minimum 3.0 GPA is mandatory.

The MPhil requires a minimum of 45 quarter credits. Maximum transfer of credit varies by program but is not to exceed 50% of the overall, or embedded, program requirements.

Doctoral Writing Assessment

Students who start or readmit to doctoral programs at Walden University in the university catalog for academic year 2017 or later will complete the university's required doctoral writing assessment. Designed to evaluate incoming doctoral students' writing skills, this assessment aims to help prepare incoming doctoral students to meet the university's expectations for writing at the doctoral level.

8-Year Maximum Time Frame

Students have up to 8 years to complete their doctoral degree requirements (see Enrollment Requirements). Students may petition to extend the 8-year maximum time frame, but an extension is not guaranteed.

PhD in Human Services

Social service practitioners face an increasingly diverse clientele, as delivery systems and client populations become more multicultural and include a broader range of complex issues. The PhD in Human and Social Services program prepares students to excel within a diverse service-delivery system by equipping them with action-oriented
research skills and context-sensitive knowledge for application within unique practice environments.

Learning Outcomes

At the end of the program, students will be able to:

- Develop strategies for assessing the needs of diverse populations based on human services theory and research.
- Make ethical decisions based on the needs of diverse populations.
- Conduct original research in human services to promote positive social change.
- Advocate for individuals who are seeking human services supports.
- Communicate effectively with others to promote the effective delivery of human services.
- Develop a professional identity as a human services researcher.

Specializations

Changing specializations may increase a student's expected time-to-degree completion and cost.

- General Program
- Advanced Research
- Community and Social Services
- Community Intervention and Leadership
- Conflict Management and Negotiation
- Criminal Justice
- Disaster, Crisis, and Intervention
- Family Studies and Interventions
- Gerontology
- Global Social Services
- Higher Education
- Human Services Nonprofit Administration
- Mental Health
- Military Families and Culture
- Social Policy and Analysis and Planning
- Studies in Aging

For Students Entering With an MS Degree (Track I)

Minimum Degree Requirements
Doctoral Writing Assessment
Professional Development Plan and Program of Study
Foundation course (3 cr.)
Core courses (20 cr.)
Specialization or Elective courses (15 cr.)
Research courses (20 cr.)
Completion of the Doctoral Dissertation
  Dissertation support course (5 cr.)
  Communities of Practice and Research (CPR) courses (5 cr.; continuously enrolled in 1 cr. per term for a minimum of 5 terms until CPR completion)
  Dissertation writing courses (continuous enrollment in 5 cr. per term for a minimum of 3 terms until completion)
Quarter Plans
Four residencies

Core Curriculum

Foundation Course (3 cr.)

  HUMN 8001 - Keys to Doctoral Studies Success

Core Courses (20 cr.)

  HUMN 8785 - Social Change in Action: Prevention, Consultation, and Advocacy
  HUMN 8208 - Teaching in Human Services
  HUMN 8207 - Grant Writing
  HUMN 8209 - Human Services Theory

Specialization Courses (15 cr.)

These courses are dependent upon the particular specialization. Please see the course list on each specialization page. For the elective courses, students choose from any PhD in Human Services specialization courses.

Foundation Research Courses (15 cr.)

Courses composing the Foundation Research Sequence are conducted online and require weekly readings, participation in discussions, and assignment completion. Course instructors guide discussions and evaluate discussion and application assignments. RSCH 8110 must be completed prior to Residency 2 of the academic residencies. RSCH 8210 and RSCH 8310 must be completed prior to beginning the dissertation or attending Residency 3.
Advanced Research Course (5 cr.)

PhD students are required to complete one advanced-level research course that mirrors the methodology of their intended dissertations. The university offers three advanced courses. Students should refer to their specific programs of study to determine program-specific requirements.

One of the following three courses is required:

- RSCH 8260 - Advanced Quantitative Reasoning and Analysis
- RSCH 8360 - Advanced Qualitative Reasoning and Analysis
- RSCH 8460 - Advanced Mixed-Methods Reasoning and Analysis

Residency Requirements

Complete Residency 1 as soon as you begin your program; should be completed in term 1 or term 2.

Complete residency 2 after completing RSCH 8100/8110.

Complete residency 3 after completing RSCH 8100/8110, 8200/8210, 8300/8310.

Complete residency 4 after your prospectus is approved as follows:

- Residency 4 General (RESI 8404) OR
- Residency 4 Proposal Writing (RESI 8404Q) OR
- Residency 4 Methods & Data Collection: Qualitative (RESI 8404R) OR
- Residency 4 Methods & Data Collection: Quantitative (RESI 8404S) OR
- Residency 4 Publishing & Presenting (RESI 8404T) OR
- an approved professional conference (RESI 8900 for select programs only.

Contact Advising for information.) OR

a dissertation intensive (DRWI 8500) during your 9000 course. Contact Student Success Advising to register. You must attend all sessions and advising throughout the entire intensive retreat in order to successfully complete the experience to satisfy residency 4 requirements. NOTE: Intensive Retreats are NOT included in Fast Track tuition.

Optional: Complete a PhD dissertation intensive (DRWI 8500) during your dissertation. Contact Student Success Advising to register.

Completion of the Doctoral Dissertation

- HUMN 8550 - Preparing for Dissertation
- HUMN 9001A - Communities of Practice and Research 1
- HUMN 9002A - Communities of Practice and Research 2
- HUMN 9003A - Communities of Practice and Research 3
- HUMN 9004A - Communities of Practice and Research 4
HUMN 9005A - Communities of Practice and Research 5
HUMN 9001 - Dissertation
Students take this course for a minimum of three quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval. In general, students are continuously registered in the dissertation course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation course shell.
To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

Course Sequence for Students Entering With an MS Degree (Track I)

Students undertake courses in the following sequence.

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>HUMN 8001 - Keys to Doctoral Studies Success</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>HUMN 8785 - Social Change in Action: Prevention, Consultation, and Advocacy</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>Complete Residency 1 as soon as you begin your program; should be completed in term 1 or term 2.</td>
<td>0 cr.</td>
</tr>
<tr>
<td>2</td>
<td>RSCH 8110 - Research Theory, Design, and Methods</td>
<td>5 cr.</td>
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<tr>
<td></td>
<td>HUMN 8208 - Teaching in Human Services</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>HUMN 9001A - Communities of Practice and Research</td>
<td>1 cr.</td>
</tr>
<tr>
<td></td>
<td>Complete residency 2 after completing RSCH 8100/8110.</td>
<td>0 cr.</td>
</tr>
<tr>
<td>3</td>
<td>RSCH 8210 - Quantitative Reasoning and Analysis</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>Elective/Specialization Course</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>HUMN 9002A - Communities of Practice and Research</td>
<td>1 cr.</td>
</tr>
<tr>
<td>4</td>
<td>HUMN 8207 - Grant Writing</td>
<td>5 cr.</td>
</tr>
<tr>
<td>Quarter</td>
<td>Course</td>
<td>Credits</td>
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<tr>
<td></td>
<td>RSCH 8310 - Qualitative Reasoning and Analysis</td>
<td>5 cr.</td>
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<tr>
<td></td>
<td>HUMN 9003A - Communities of Practice and Research</td>
<td>3 cr.</td>
</tr>
<tr>
<td>5</td>
<td>Elective/Specialization Course</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>HUMN 8209 - Human Services Theory</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>HUMN 9004A - Communities of Practice and Research</td>
<td>1 cr.</td>
</tr>
<tr>
<td></td>
<td>Complete residency 3 after completing RSCH 8100/8110, 8200/8210, 8300/8310</td>
<td>0 cr.</td>
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<tr>
<td>6</td>
<td>HUMN 9005A - Communities of Practice and Research</td>
<td>1 cr.</td>
</tr>
<tr>
<td></td>
<td>Elective/Specialization Course</td>
<td>5 cr.</td>
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<tr>
<td></td>
<td>HUMN 8550 - Preparing for Dissertation</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>RSCH 8260 - Advanced Quantitative Reasoning and Analysis OR RSCH 8360 - Advanced Qualitative Reasoning and Analysis OR RSCH 8460 - Advanced Mixed-Methods Reasoning and Analysis</td>
<td>5 cr.</td>
</tr>
<tr>
<td>7</td>
<td>Complete residency 4 after your prospectus is approved as follows:</td>
<td>0 cr.</td>
</tr>
<tr>
<td></td>
<td>Residency 4 General (RESI 8404) OR Residency 4 Proposal Writing (RESI 8404Q) OR Residency 4 Methods &amp; Data Collection: Qualitative (RESI 8404R) OR Residency 4 Methods &amp; Data Collection: Quantitative (RESI 8404S) OR Residency 4 Publishing &amp; Presenting (RESI 8404T) OR a dissertation intensive (DRWI 8500) during your 9000 course. Contact Student Success Advising to register. You must attend all sessions and advising throughout the entire intensive retreat in order to successfully complete the experience to satisfy</td>
<td></td>
</tr>
</tbody>
</table>
HUMN 9001 - Dissertation*

Optional: Complete a PhD dissertation intensive (DRWI 8500) during your dissertation. Contact Student Success Advising to register.

* Students take this course for a minimum of three quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval. In general, students are continuously registered in the dissertation course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation course shell.

To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

For Students Entering With a BS Degree (Track II)

Minimum Degree Requirements

- Doctoral Writing Assessment
- Professional Development Plan and Program of Study
- Foundation course (3 cr.)
- Core courses (45 cr.)
- Specialization or Elective courses (15 cr.)
- Research courses (20 cr.)
- Completion of the Doctoral Dissertation
- Dissertation support course (5 cr.)
- Communities of Practice and Research (CPR) courses (5 cr.; continuously enrolled in 1 cr. per term for a minimum of 5 terms until CPR completion)
Dissertation writing courses (continuous enrollment in 5 cr. per term for a minimum of 3 terms until completion)

Quarter Plans
Four residencies

Core Curriculum

Foundation Course (3 cr.)

HUMN 8001 - Keys to Doctoral Studies Success

Core Courses (45 cr.)

HUMN 8785 - Social Change in Action: Prevention, Consultation, and Advocacy
HUMN 8208 - Teaching in Human Services
HUMN 8209 - Human Services Theory
HUMN 8304 - Data as Evidence
HUMN 8160 - The Advanced Human Services Practitioner in a Changing World
HUMN 8207 - Grant Writing
HUMN 8161 - Assessment and Motivational Interviewing
HUMN 8162 - Cultural Humility and Diversity
HUMN 8660 - Social Change, Leadership, and Advocacy for Human Services Professional Practitioners

Specialization Courses (15 cr.)

These courses are dependent upon the particular specialization. Please see the course list on each specialization page. For the elective courses, students choose from any PhD in Human Services specialization courses.

Foundation Research Courses (15 cr.)

Courses comprising the Foundation Research Sequence are conducted online and require weekly readings, participation in discussions, and assignment completion. Course instructors guide discussions and evaluate discussion and application assignments. RSCH 8110 is a prerequisite for Residency 2 of the academic residencies.

RSCH 8110 - Research Theory, Design, and Methods
RSCH 8210 - Quantitative Reasoning and Analysis
RSCH 8310 - Qualitative Reasoning and Analysis

Advanced Research Course (5 cr.)

Those enrolled in this specialization are required to complete an advanced research course. The university offers three advanced research courses: quantitative, qualitative,
and mixed-methods. When the prospectus is approved, students will take the advanced research course selected as the methodology approved for the dissertation.

Students are required to complete one of the following courses:

- **RSCH 8260** - Advanced Quantitative Reasoning and Analysis
- **RSCH 8360** - Advanced Qualitative Reasoning and Analysis
- **RSCH 8460** - Advanced Mixed-Methods Reasoning and Analysis

**Residency Requirements**

- Complete Residency 1 as soon as you begin your program; should be completed in term 1 or term 2.
- Complete residency 2 after completing RSCH 8100/8110.
- Complete residency 3 after completing RSCH 8100/8110, 8200/8210, 8300/8310.
- Complete residency 4 after your prospectus is approved as follows:
  - Residency 4 General (RESI 8404) OR
  - Residency 4 Proposal Writing (RESI 8404Q) OR
  - Residency 4 Methods & Data Collection: Qualitative (RESI 8404R) OR
  - Residency 4 Methods & Data Collection: Quantitative (RESI 8404S) OR
  - Residency 4 Publishing & Presenting (RESI 8404T) OR
  - an approved professional conference (RESI 8900 for select programs only).
  - Contact Advising for information.) OR
- a dissertation intensive (DRWI 8500) during your 9000 course. Contact Student Success Advising to register. You must attend all sessions and advising throughout the entire intensive retreat in order to successfully complete the experience to satisfy residency 4 requirements. **NOTE:** Intensive Retreats are NOT included in Fast Track tuition.

**Optional:** Complete a PhD dissertation intensive (DRWI 8500) during your dissertation. Contact Student Success Advising to register.

**Completion of the Doctoral Dissertation**

- **HUMN 8550** - Preparing for Dissertation
- **HUMN 9001A** - Communities of Practice and Research 1
- **HUMN 9002A** - Communities of Practice and Research 2
- **HUMN 9003A** - Communities of Practice and Research 3
- **HUMN 9004A** - Communities of Practice and Research 4
- **HUMN 9005A** - Communities of Practice and Research 5
- **HUMN 9001** - Dissertation

Students take this course for a minimum of three quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval. In general, students are continuously registered in the dissertation course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation course shell.

To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the
Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

## Course Sequence for Students Entering With a BS Degree (Track II)

Students undertake courses in the following sequence.

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>HUMN 8001 - Keys to Doctoral Studies Success</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>HUMN 8785 - Social Change in Action: Prevention, Consultation, and Advocacy</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td><strong>Complete residency 1 as soon as you begin your program; should be completed in term 1 or term 2.</strong></td>
<td>0 cr.</td>
</tr>
<tr>
<td>2</td>
<td>HUMN 8208 - Teaching in Human Services</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>HUMN 8209 - Human Services Theory</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>HUMN 9001A - Communities of Practice and Research 1</td>
<td>1 cr.</td>
</tr>
<tr>
<td>3</td>
<td>RSCH 8110 - Research Theory, Design, and Methods</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>Elective/Specialization Course</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td><strong>Complete residency 2 after completing RSCH 8100/8110.</strong></td>
<td>0 cr.</td>
</tr>
<tr>
<td></td>
<td>HUMN 9002A - Communities of Practice and Research 2</td>
<td>1 cr.</td>
</tr>
<tr>
<td>4</td>
<td>HUMN 8304 - Data as Evidence</td>
<td>5 cr.</td>
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<tr>
<td></td>
<td>HUMN 8160 - The Advanced Human Services Practitioner in a Changing World</td>
<td>5 cr.</td>
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<tr>
<td></td>
<td>HUMN 9003A - Communities of Practice and Research 3</td>
<td>1 cr.</td>
</tr>
<tr>
<td>5</td>
<td>HUMN 8207 - Grant Writing</td>
<td>5 cr.</td>
</tr>
<tr>
<td>Quarter</td>
<td>Course</td>
<td>Credits</td>
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<tr>
<td>6</td>
<td>Election/Specialization Course</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>RSCH 8210 - Quantitative Reasoning and Analysis</td>
<td>5 cr.</td>
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<tr>
<td></td>
<td>HUMN 8161 - Assessment and Motivational Interviewing</td>
<td>5 cr.</td>
</tr>
<tr>
<td>7</td>
<td>RSCH 8310 - Qualitative Reasoning and Analysis</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>Complete residency 3 after completing RSCH 8100/8110, 8200/8210, 8300/8310.</td>
<td>0 cr.</td>
</tr>
<tr>
<td></td>
<td>Elective/Specialization Course</td>
<td>5 cr.</td>
</tr>
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<td></td>
<td>HUMN 9004A - Communities of Practice and Research 4</td>
<td>1 cr.</td>
</tr>
<tr>
<td>8</td>
<td>HUMN 8162 - Cultural Humility and Diversity</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>HUMN 8660 - Social Change, Leadership, and Advocacy for Human Services Professional Practitioners</td>
<td>5 cr.</td>
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<tr>
<td></td>
<td>Complete residency 4 after your prospectus is approved as follows:</td>
<td>0 cr.</td>
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<tr>
<td></td>
<td>Residency 4 General (RESI 8404) OR</td>
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<td>Residency 4 Proposal Writing (RESI 8404Q) OR</td>
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<td></td>
<td>Residency 4 Methods &amp; Data Collection: Qualitative (RESI 8404R) OR</td>
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<tr>
<td></td>
<td>Residency 4 Methods &amp; Data Collection: Quantitative (RESI 8404S) OR</td>
<td></td>
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<tr>
<td></td>
<td>Residency 4 Publishing &amp; Presenting (RESI 8404T) OR</td>
<td></td>
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<td></td>
<td>a dissertation intensive (DRWI 8500) during your 9000 course. Contact Student Success Advising to register. You must attend all sessions and advising throughout the entire intensive retreat in order to successfully complete the experience to satisfy residency 4 requirements. NOTE: Intensive Retreats are NOT included in Fast Track tuition.</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>HUMN 8550 - Preparing for Dissertation</td>
<td>5 cr.</td>
</tr>
<tr>
<td>Quarter</td>
<td>Course</td>
<td>Credits</td>
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</tr>
<tr>
<td></td>
<td>RSCH 8260 - Advanced Quantitative Reasoning and Analysis OR RSCH 8360 - Advanced Qualitative Reasoning and Analysis</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>HUMN 9005A - Communities of Practice and Research</td>
<td>1 cr.</td>
</tr>
<tr>
<td>10+</td>
<td>HUMN 9001 - Dissertation*</td>
<td>5 cr. per term for a minimum of 3 terms; taken continuously until completion</td>
</tr>
<tr>
<td></td>
<td>Optional: Complete a PhD dissertation intensive (DRWI 8500) during your dissertation. Contact Student Success Advising to register.</td>
<td></td>
</tr>
</tbody>
</table>

* Students take this course for a minimum of three quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval. In general, students are continuously registered in the dissertation course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation course shell.

To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

Master of Philosophy (Embedded Degree)

Walden awards the Master of Philosophy (MPhil) degree to recognize PhD students for academic achievement leading up to their dissertation. With an MPhil, students will be able to demonstrate to employers and others that they have an advanced knowledge base in their field of study as well as proficiency in research design and evaluation.

Students are eligible to apply for this credential while continuing their PhD program once they have completed:
- All required PhD core courses (or KAMs)
- All required PhD specialization courses (or KAMs)
All required doctoral research and advanced research courses
Program prospectus development course
Residencies 1, 2, and 3

A minimum 3.0 GPA is mandatory.
The MPhil requires a minimum of 45 quarter credits. Maximum transfer of credit varies by program but is not to exceed 50% of the overall, or embedded, program requirements.

Doctoral Writing Assessment

Students who start or readmit to doctoral programs at Walden University in the university catalog for academic year 2017 or later will complete the university's required doctoral writing assessment. Designed to evaluate incoming doctoral students' writing skills, this assessment aims to help prepare incoming doctoral students to meet the university's expectations for writing at the doctoral level.

Note on Licensure

The PhD in Human Services program, including its specializations, is not designed to lead to professional licensure including licensure as a professional therapist, counselor, social worker, or psychologist.

8-Year Maximum Time Frame

Students have up to 8 years to complete their doctoral degree requirements (see Enrollment Requirements). Students may petition to extend the 8-year maximum time frame, but an extension is not guaranteed.

PhD in Psychology

The university’s mission includes broad access to high-quality postsecondary education through a distance-learning environment and preparation of its graduates to achieve professional excellence and to effect positive social change. Consistent with this mission, the PhD in Psychology program is designed to prepare scholar-practitioners to meet real-world challenges and facilitate positive change in individuals, groups, organizations, and local, national, and global communities.

Specifically, the program prepares lifelong learners to integrate psychological theory, research, established methods of scientific inquiry, and evidence-based practices that incorporate cultural and individual diversity. The School of Psychology training model encompasses an integrated, developmental, and sequential plan of study that includes web-based and face-to-face coursework; residencies that provide opportunities for
knowledge and skill acquisition, ethical practice, and professional socialization; field training; and demonstration of research competency.

Learning Outcomes

As graduates of this program, students will be able to:

- Apply principles of basic and advanced research methods to produce independent scholarly research.
- Apply relevant ethical codes (e.g., APA) to decision making with diverse populations in various settings.
- Promote social change through the integration of principles of psychology in scholarly and/or professional activities.
- Communicate effectively to a variety of stakeholders and audiences.
- Demonstrate an in-depth understanding of psychology-specific knowledge and theory to improve the condition of individuals, groups, and organizations.
- Demonstrate proficiency in utilizing empirically supported models for teaching, consultation, and research.
- Develop a professional identity appropriate to one's professional goals.

Specializations

Changing specializations may increase a student's expected time-to-degree completion and cost.

- Educational Psychology
- Health Psychology
- Research in Psychology
- Social Psychology
- Teaching in Psychology
- Self-Designed

For Students Entering With a BS Degree

Minimum Degree Requirements

- Doctoral Writing Assessment
- Professional Development Plan and Program of Study
- Foundation course (3 cr.)
- Core courses (40 cr.)
- Research courses (20 cr.)
- Specialization courses (20 cr.)
Completion of the Doctoral Dissertation
  Dissertation support courses (7 cr.)
  Dissertation writing courses (5 cr. per term for a minimum of four terms; taken continuously until completion)

Quarter Plans
Four PhD residencies

Curriculum

Foundation Course (3 cr.)
  PSYC 8004 - Foundations for Graduate Study in Psychology

Core Courses (40 cr.)
  PSYC 8214 - Consulting for Organizational Change
  PSYC 8215 - Lifespan Development
  PSYC 8252 - Themes and Theories of Psychology
  PSYC 8315 - Program Evaluation
  PSYC 8412 - Research Foundations
  PSYC 8701 - Culture and Psychology
  PSYC 8762 - Teaching of Psychology
  PSYC 8920R - Research Practicum OR
  PSYC 8920T - Teaching Practicum

Research Courses (20 cr.)
  RSCH 8110 - Research Theory, Design, and Methods
  RSCH 8210 - Quantitative Reasoning and Analysis
  RSCH 8260 - Advanced Quantitative Reasoning and Analysis
  RSCH 8360 - Advanced Qualitative Reasoning and Analysis

Specialization Courses (20 cr.)
  These courses are dependent upon the particular specialization. Please see the course list on each specialization page.

Residency Requirements
  Residency 1 – Complete Residency 1 as soon as you begin your program; should be completed in Term 1 or Term 2.
  Residency 2 – Complete Residency 2 at the beginning of your second year, around the time of second research course.
Residency 3 – Complete Residency 3 once you have a prospectus in Walden’s review system.

Residency 4 – Complete residency 4 after your prospectus is approved as follows:
- Residency 4 General (RESI 8404) OR
- Residency 4 Proposal Writing (RESI 8404Q) OR
- Residency 4 Methods & Data Collection: Qualitative (RESI 8404R) OR
- Residency 4 Methods & Data Collection: Quantitative (RESI 8404S) OR
- Residency 4 Publishing & Presenting (RESI 8404T) OR
- an approved professional conference (RESI 8900 for select programs only.
  Contact Advising for information.) OR

a dissertation intensive (DRWI 8500) during your 9000 course. Contact Student Success Advising to register. You must attend all sessions and advising throughout the entire intensive retreat in order to successfully complete the experience to satisfy residency 4 requirements. NOTE: Intensive Retreats are NOT included in Fast Track tuition.

Optional: Complete a dissertation intensive (DRWI 8500) during PSYC 9000. Contact Student Success Advising to register. Note: Intensives are not included in Fast Track tuition.

Completion of the Doctoral Dissertation

PSYC 8115 - Writing a Quality Prospectus (5 cr.) OR
PSYC 8185 - Writing a Quality Prospectus (5 cr.)
AND
PSYC 8702 - Dissertation Literature Review Lab (2 cr.)
PSYC 9000 - Dissertation

Students take this course for a minimum of four quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval. In general, students are continuously registered in the dissertation course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation course shell.

To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

Course Sequence for Students Entering With a BS Degree
Students undertake courses in the following sequence.

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>PSYC 8004 - Foundations for Graduate Study in Psychology</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>PSYC 8252 - Themes and Theories of Psychology</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td><strong>Complete Residency 1 as soon as you begin your program;</strong></td>
<td></td>
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<tr>
<td></td>
<td><strong>should be completed in Term 1 or Term 2.</strong></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>PSYC 8215 - Lifespan Development</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>PSYC 8701 - Culture and Psychology</td>
<td>5 cr.</td>
</tr>
<tr>
<td>3</td>
<td>RSCH 8110 - Research Theory, Design, and Methods</td>
<td>5 cr.</td>
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<td></td>
<td>PSYC 8762 - Teaching of Psychology</td>
<td>5 cr.</td>
</tr>
<tr>
<td>4</td>
<td>RSCH 8210 - Quantitative Reasoning and Analysis</td>
<td>5 cr.</td>
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<td></td>
<td><strong>Complete Residency 2 at the beginning of your second</strong></td>
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<td><strong>year, around the time of second research course.</strong></td>
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<tr>
<td></td>
<td><strong>Specialization Course</strong></td>
<td>5 cr.</td>
</tr>
<tr>
<td>5</td>
<td>PSYC 8412 - Research Foundations</td>
<td>5 cr.</td>
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<tr>
<td></td>
<td><strong>Specialization Course</strong></td>
<td>5 cr.</td>
</tr>
<tr>
<td>6</td>
<td>RSCH 8360 - Advanced Qualitative Reasoning and Analysis</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>PSYC 8214 - Consulting for Organizational Change</td>
<td>5 cr.</td>
</tr>
<tr>
<td>7</td>
<td>RSCH 8260 - Advanced Quantitative Reasoning and Analysis</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td><strong>Specialization Course</strong></td>
<td>5 cr.</td>
</tr>
<tr>
<td>8</td>
<td>PSYC 8315 - Program Evaluation</td>
<td>5 cr.</td>
</tr>
</tbody>
</table>
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<thead>
<tr>
<th>Quarter</th>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>9</td>
<td>PSYC 8702 - Dissertation Literature Review Lab</td>
<td>2 cr.</td>
</tr>
<tr>
<td></td>
<td>PSYC 8920R - Research Practicum OR PSYC 8920T - Teaching Practicum</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>Specialization Course*</td>
<td>5 cr.</td>
</tr>
<tr>
<td>10</td>
<td>PSYC 8115 - Writing a Quality Prospectus OR PSYC 8185 - Writing a Quality Prospectus</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>Complete Residency 3 once you have a prospectus in Walden's review system</td>
<td></td>
</tr>
<tr>
<td>11+</td>
<td>PSYC 9000 - Dissertation**</td>
<td>5 cr. per term for a minimum of 4 terms; taken continuously until completion</td>
</tr>
<tr>
<td></td>
<td>Complete residency 4 after your prospectus is approved as follows:</td>
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<tr>
<td></td>
<td>Residency 4 General (RESI 8404) OR</td>
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<td></td>
<td>Residency 4 Proposal Writing (RESI 8404Q) OR</td>
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<td></td>
<td>Residency 4 Methods &amp; Data Collection: Qualitative (RESI 8404R) OR</td>
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<tr>
<td></td>
<td>Residency 4 Methods &amp; Data Collection: Quantitative (RESI 8404S) OR</td>
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<tr>
<td></td>
<td>Residency 4 Publishing &amp; Presenting (RESI 8404T) OR</td>
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<td>an approved professional conference (RESI 8900 for select programs only. Contact Advising for information.) OR</td>
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<td>a dissertation intensive (DRWI 8500) during your 9000 course. Contact Student Success Advising to register. You must attend all sessions and advising throughout the entire intensive retreat in order to successfully complete the experience to satisfy residency 4 requirements. NOTE: Intensive Retreats are NOT included in Fast Track tuition.</td>
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<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Optional: Complete a dissertation intensive (DRWI 8500) during PSYC 9000. Contact Student Success Advising to register. <strong>Note:</strong> Intensives are not included in Fast Track tuition.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* See each specialization page for specific courses.

** Students take this course for a minimum of four quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval. In general, students are continuously registered in the dissertation course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation course shell.

To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

Fast-Track Option Program of Study

Walden offers a Fast-Track Option. With the Fast-Track Option, students take additional courses and begin their dissertation early to expedite their path through the program.

(Note: There is no Fast-Track Option for the Self-Designed specialization [BS or MS entry].)

Minimum Degree Requirements

- Doctoral Writing Assessment
- Professional Development Plan and Program of Study
- Foundation course (3 cr.)
- Core courses (40 cr.)
- Research courses (20 cr.)
- Specialization courses (20 cr.)
- Completion of Doctoral Dissertation
  - Dissertation support courses (7 cr.)
  - Dissertation writing courses (5 cr. per term for a minimum of four terms; taken continuously until completion)
Quarter Plans

Four PhD residencies

In addition, students must

- Pass a writing assessment.
- Submit an application essay.
- Maintain a 3.0 GPA.

Walden students have up to 8 years to complete their doctoral program unless they petition for an extension.

In general, students are continuously registered in the dissertation course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation course shell.

To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

Course Sequence

The Fast-Track Option course sequences for students entering with a BS degree are dependent upon the particular specialization. Please see the course sequence on each specialization page.

For Students Entering With an MS Degree

Minimum Degree Requirements

Doctoral Writing Assessment
Professional Development Plan and Program of Study
Foundation course (3 cr.)
Core courses (25 cr.)
Research courses (10 cr.)
Specialization courses (20 cr.)
Completion of Doctoral Dissertation
  Dissertation support courses (7 cr.)
  Dissertation writing courses: (5 cr. per term for a minimum of four terms; taken continuously until completion)
Quarter Plans
Four PhD residencies
Curriculum

Foundation Course (3 cr.)

PSYC 8004 - Foundations for Graduate Study in Psychology

Core Courses (25 cr.)

PSYC 8214 - Consulting for Organizational Change
PSYC 8315 - Program Evaluation
PSYC 8412 - Research Foundations
PSYC 8762 - Teaching of Psychology
PSYC 8920R - Research Practicum OR
PSYC 8920T - Teaching Practicum

Research Courses (10 cr.)

RSCH 8260 - Advanced Quantitative Reasoning and Analysis
RSCH 8360 - Advanced Qualitative Reasoning and Analysis

Specialization Courses (20 cr.)

These courses are dependent upon the particular specialization. Please see the course list on each specialization page.

Residency Requirements

Residency 1 – Complete Residency 1 as soon as you begin your program; should be completed in Term 1 or Term 2.
Residency 2 – Complete Residency 2 at the beginning of your second year, around the time of second research course.
Residency 3 – Complete Residency 3 once you have a prospectus in Walden's review system.
Residency 4 – Complete residency 4 after your prospectus is approved as follows:
   Residency 4 General (RESI 8404) OR
   Residency 4 Proposal Writing (RESI 8404Q) OR
   Residency 4 Methods & Data Collection: Qualitative (RESI 8404R) OR
   Residency 4 Methods & Data Collection: Quantitative (RESI 8404S) OR
   Residency 4 Publishing & Presenting (RESI 8404T) OR
   an approved professional conference (RESI 8900 for select programs only.
   Contact Advising for information.) OR
   a dissertation intensive (DRWI 8500) during your 9000 course. Contact Student Success Advising to register. You must attend all sessions and
advising throughout the entire intensive retreat in order to successfully
complete the experience to satisfy residency 4 requirements. NOTE:
*Intensive Retreats are NOT included in Fast Track tuition.*

Optional: Complete a dissertation intensive (DRWI 8500) during PSYC 9000.
Contact Student Success Advising to register. Note: *Intensives are not included in Fast
Track tuition.*

Completion of the Doctoral Dissertation

**PSYC 8115 - Writing a Quality Prospectus (5 cr.) OR**
**PSYC 8185 - Writing a Quality Prospectus (5 cr.)**
AND

**PSYC 8702 - Dissertation Literature Review Lab (2 cr.)**
**PSYC 9000 - Dissertation**

Students take this course for a minimum of four quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval. In general, students are continuously registered in the dissertation course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation course shell.

To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

Course Sequence for Students Entering With an MS Degree

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<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>PSYC 8004 - Foundations for Graduate Study in Psychology</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>PSYC 8762 - Teaching of Psychology</td>
<td>5 cr.</td>
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<tr>
<td></td>
<td>Complete Residency 1 as soon as you begin your program; should be completed in Term 1 or Term 2.</td>
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<tr>
<td>2</td>
<td>PSYC 8412 - Research Foundations</td>
<td>5 cr.</td>
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<td></td>
<td>Specialization Course</td>
<td>5 cr.</td>
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</table>
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<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>3</td>
<td>RSCH 8360 - Advanced Qualitative Reasoning and Analysis</td>
<td>5 cr.</td>
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<tr>
<td></td>
<td>Specialization Course</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>RSCH 8260 - Advanced Quantitative Reasoning and Analysis</td>
<td>5 cr.</td>
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<tr>
<td></td>
<td>Complete Residency 2 at the beginning of your second year, around the time of second research course.</td>
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<td></td>
<td>PSYC 8214 - Consulting for Organizational Change</td>
<td>5 cr.</td>
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<td>5</td>
<td>Specialization Course</td>
<td>5 cr.</td>
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<td></td>
<td>PSYC 8315 - Program Evaluation</td>
<td>5 cr.</td>
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<tr>
<td>6</td>
<td>PSYC 8702 - Dissertation Literature Review Lab</td>
<td>2 cr.</td>
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<td></td>
<td>PSYC 8920R - Research Practicum OR PSYC 8920T - Teaching Practicum</td>
<td>5 cr.</td>
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<tr>
<td>7</td>
<td>Specialization Course</td>
<td>5 cr.</td>
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<td></td>
<td>PSYC 8115 - Writing a Quality Prospectus OR PSYC 8185 - Writing a Quality Prospectus</td>
<td>5 cr.</td>
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<tr>
<td></td>
<td>Complete Residency 3 once you have a prospectus in Walden's review system.</td>
<td></td>
</tr>
<tr>
<td>8+</td>
<td>PSYC 9000 - Dissertation*</td>
<td>5 cr. per term for a minimum of 4 terms; taken continuously until completion</td>
</tr>
<tr>
<td></td>
<td>Complete residency 4 after your prospectus is approved as follows:</td>
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<td>Residency 4 General (RESI 8404) OR</td>
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<td>Residency 4 Methods &amp; Data Collection: Qualitative (RESI 8404R) OR</td>
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<td>advising throughout the entire intensive retreat in order to successfully</td>
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<td>complete the experience to satisfy residency 4 requirements. NOTE:</td>
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<td>Intensive Retreats are NOT included in Fast Track tuition.</td>
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<tr>
<td>Optional</td>
<td>Complete a dissertation intensive (DRWI 8500) during PSYC 9000. Contact</td>
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<tr>
<td></td>
<td>Student Success Advising to register. Note: Intensives are not included</td>
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<tr>
<td></td>
<td>in Fast Track tuition.</td>
<td></td>
</tr>
</tbody>
</table>

* Students take this course for a minimum of four quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval. In general, students are continuously registered in the dissertation course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation course shell.

To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

Fast-Track Option Program of Study

Walden offers a Fast-Track Option. With the Fast-Track Option, students take additional courses and begin their dissertation early to expedite their path through the program.
Minimum Degree Requirements

Doctoral Writing Assessment
Professional Development Plan and Program of Study
Foundation course (3 cr.)
Core courses (40 cr.)
Research courses (20 cr.)
Specialization courses (20 cr.)
Completion of Doctoral Dissertation
  Dissertation support courses (7 cr.)
  Dissertation writing course (5 cr. per term for a minimum of four terms; taken continuously until completion)
Quarter Plans
Four PhD residencies

Students must also
  Pass a writing assessment.
  Submit an application essay.
  Maintain a 3.0 GPA.

Walden students have up to 8 years to complete their doctoral program unless they petition for an extension.

In general, students are continuously registered in the dissertation/doctoral study course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation/doctoral study course shell.

To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

Course Sequence

The Fast-Track Option course sequences for students entering with an MS degree are dependent upon the particular specialization. Please see the course sequence on each specialization page.

Master of Philosophy (Embedded Degree)
Walden awards the Master of Philosophy (MPhil) degree to recognize PhD students for academic achievement leading up to their dissertation. With an MPhil, students will be able to demonstrate to employers and others that they have an advanced knowledge base in their field of study as well as proficiency in research design and evaluation.

Students are eligible to apply for this credential while continuing their PhD program once they have completed:
- All required PhD core courses (or KAMs)
- All required PhD specialization courses (or KAMs)
- All required doctoral research and advanced research courses
- Program prospectus development course
- Residencies 1, 2, and 3

A minimum 3.0 GPA is mandatory.

The MPhil requires a minimum of 45 quarter credits. Maximum transfer of credit varies by program but is not to exceed 50% of the overall, or embedded, program requirements.

Doctoral Writing Assessment

Students who start or readmit to doctoral programs at Walden University in the university catalog for academic year 2017 or later will complete the university’s required doctoral writing assessment. Designed to evaluate incoming doctoral students’ writing skills, this assessment aims to help prepare incoming doctoral students to meet the university’s expectations for writing at the doctoral level.

Note on Licensure

_The PhD in Psychology program is not a licensure-leading program and does not prepare an individual to become a licensed psychology professional._

8-Year Maximum Time Frame

Students have up to 8 years to complete their doctoral degree requirements (see Enrollment Requirements). Students may petition to extend the 8-year maximum time frame, but an extension is not guaranteed.

Post-Doctoral Certificate Programs

_Discontinued program.

*Post-Doctoral Respecialization Certificate*

This program is no longer accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.
Earning a Respecialization Certificate gives students the opportunity to gain theory and knowledge in a specialization other than the one they focused on in their degree work. Students complete a unique program of study that accounts for previous coursework and includes courses required to achieve essential knowledge in the new specialization.

Specializations

Choose from any of the following specializations:

- Educational Psychology
- Forensic Psychology
- General Psychology
- Health Psychology
- Organizational Psychology
- Social Psychology

Specialization Requirements

Specific coursework determined by the student and the School of Psychology’s faculty chair for the specialization chosen
Minimum 3.0 GPA
Time to completion may vary by student, depending on individual progress and credits transferred, if applicable. For a personalized estimate of time to completion, students should call an enrollment specialist at 1-866-492-5336.

Students should request information or speak with an enrollment specialist by calling 1-866-492-5336 for assistance in deciding which online program best fits their goals. A list of international toll-free phone numbers is available for students outside the United States.

Note on Licensure

The respecialization certificate is not a licensure program and does not prepare an individual to become a licensed psychology professional.
College of Social and Behavioral Health

Barbara Solomon School of Social Work

Bachelor’s Degree Programs

Bachelor of Social Work (BSW)

The Bachelor of Social Work degree is designed to prepare students for service to individuals, families, groups, organizations, and communities as social work practitioners. Each student in the program will complete coursework, skills training, and supervised field experience. Students will receive support designed to prepare them for ethical and competent practice as professional social workers who employ evidence-based practice. Walden anticipates that graduates will be prepared to design culturally and contextually relevant generalist social services in their practice, and to provide mentoring and supervision, advocacy, and collaboration activities with their varied client populations.

Learning Outcomes

Upon completion of the Bachelor of Social Work program, students will be able to:

- Demonstrate the development of a professional orientation and identity as a generalist social worker.
- Follow and apply professional and ethical standards and values as set forth by the National Association of Social Workers (NASW) to social work practice.
- Demonstrate a commitment to positive social change by advancing human rights and social, economic, and environmental justice.
- Utilize evidence-based research and critical-thinking skills to serve traditionally oppressed and disenfranchised populations.
- Apply theories of human growth and development to social work practice with individuals, families, groups, organizations, and communities.
- Demonstrate culturally competent knowledge and skills in the areas of engagement, assessment, intervention, and evaluation as a generalist social worker.

Degree Requirements

- 182 total quarter credits (including 45 cr. completed at Walden)
- General education courses (51 cr.)
- Core courses (60 cr.)
Elective courses (50 cr.)
Field Experience courses (20 cr.)
Social Work Skills Lab Course (1 cr.)

General Education (51 cr.)
See the general education section of this Walden University Catalog.

Core Courses (60 cr.)
The following courses are required as part of Bachelor of Social Work core:

SOCW 2001 - Introduction to Social Work
SOCW 2002 - Basic Skills for Social Work Practice
SOCW 2003 - Introduction to the Welfare State
SOCW 3001 - Diversity and Multiculturalism
SOCW 3002 - Human Behavior in the Social Environment I
SOCW 3003 - Human Behavior in the Social Environment II
SOCW 3004 - Social Work Research I
SOCW 4001 - Policy and Advocacy
SOCW 4002 - Social Work Research II
SOCW 4003 - Generalist Practice I—Individuals/Families
SOCW 4004 - Generalist Practice II—Groups
SOCW 4005 - Generalist Practice III—Organizations and Communities

Elective Courses (50 cr.)
Students are to select 10 additional courses to fulfill the elective requirement. Students may choose courses from either general education courses or courses from any of Walden's bachelor's degree programs. These 50 credits of electives are in addition to the 9-credit general education electives.

Field Experience (20 cr.)

SOCW 4100 - Field Seminar I
SOCW 4110 - Field Seminar II

Social Work Skills Lab (1 cr.)

BWLB 4900 - Social Work Skills Lab — Complete Social Work Skills Lab after you have completed SOCW 3004 and SOCW 4003. SOCW 4004 is recommended before Skills Lab; however, it can be taken concurrently with Skills Lab. This lab includes online course content integrated with a 3-day, face-to-face or virtual synchronous requirement: 3 weeks online; 3 days face-to-face or virtual synchronous sessions; 2 weeks online.
Accreditation Statement

Walden’s Bachelor of Social Work is accredited by the Council on Social Work Education (CSWE), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA). CSWE’s Commission on Accreditation is responsible for developing standards that define competent preparation for professional social workers and ensuring that social work programs meet these standards.

Note on Licensure

The Walden University Bachelor of Social Work (BSW) program is designed to prepare graduates to practice as licensed social workers in states that offer licensure at the bachelor’s level. However, each state board responsible for the regulation of social work has its own requirements for licensure, including appropriate accreditation of academic programs.

Walden’s Bachelor of Social Work has achieved candidacy for accreditation by the Council on Social Work Education’s (CSWE) Commission on Accreditation. Candidacy for a baccalaureate or master’s social work program by the CSWE’s Commission on Accreditation indicates that it has made progress toward meeting criteria for the assessment of program quality evaluated through a peer review process. A program that has attained candidacy has demonstrated a commitment to meeting the compliance standards set by the Educational Policy and Accreditation Standards but has not yet demonstrated full compliance.

Students who enter programs that attain candidacy in or after the academic year in which they begin their program of study will be retroactively recognized as having graduated from a CSWE-accredited program once the program attains initial accreditation. Candidacy is typically a 5-year process, and attaining candidacy does not guarantee that a program will eventually attain initial accreditation. Candidacy applies to all program sites and program delivery methods of an accredited program. Accreditation provides reasonable assurance about the quality of the program and the competence of students graduating from the program.

Prospective students enrolling in licensure-leading programs are advised that relocation to another state may impact the student’s ability to complete field experiences and/or to obtain professional licensure, certification, or other credential in another state. Prospective students are advised to carefully review, evaluate, and understand the requirements of the applicable licensure board in the state in which they intend to relocate.

Other Undergraduate Options

Accelerate Into Master's (AIM)

Accelerate Into Master's (AIM) Programs

Walden University offers opportunities for undergraduate students to accelerate time to the completion of a master’s degree. This option, called Accelerate Into Master’s (AIM), allows undergraduate students to complete graduate-level courses, upon approval of their advisor, that will fulfill the requirements for their undergraduate program as well as graduate requirements for a future master’s program.

When undergraduate students attempt a 5000-level course, they may earn a "C" in the graduate-level course but only a grade of "B" or better will carry over to the graduate program. Students who receive a "C" grade will be awarded a grade of "C,"* which will permit the grade to be used toward the undergraduate-level requirement but not
toward the master's-level requirement. Students who do not pass their AIM class are not permitted to continue taking 5000-level courses. Later admission to the master's program requires that students must take that course as a master's student.

Requirements
Walden University offers several opportunities for undergraduate students in certain programs to accelerate time to completion in certain master's degree programs.

Individual programs may determine the specific eligible AIM courses and some programs may limit the number of courses available. Generally, AIM coursework should not account for more than approximately 50% of the credits needed for master's degree completion. Practicum or Capstone requirements for the master's program are not eligible to be satisfied by AIM coursework.

To be eligible to begin AIM courses, students must:

a. Have an overall GPA equal to that required for admission to the associated master's degree.* BS AIM track students must maintain a 2.5 GPA and have a transfer GPA of at least 2.5 (if transferring credits).

b. Have completed a minimum of 90 credits and any specific core requirements associated with their bachelor's program listed below. (Individual programs may determine additional prerequisites.) * BS in Psychology AIM track students do not need to meet this requirement.

c. Be in good financial standing.

d. Not have any incompletes.

AIM courses are (5000-level) graduate courses.*

a. Tuition for these courses is charged at the undergraduate rate for the course-based learning format. For Tempo Learning® these courses are included in the program's subscription cost.

b. Courses taken as an undergraduate count as fulfilling undergraduate degree requirements.

c. Grades for graduate courses taken as an undergraduate are incorporated into the undergraduate GPA only.

Students must get a "B" or better in each course to have that course applied to the master's program.

Students who do not earn a grade of "C" or better will not be allowed to take any more 5000-level courses. Later admission to the master's program requires that the student must take that course as a master's student. * BS in Psychology AIM track students may retake an AIM
course a second time if they failed the first time; they must earn a grade of "C" or better the second time in order to stay in the AIM track program.

Students are expected to maintain the undergraduate GPA expected for admission to the associated master's program. Falling below this GPA prevents the student from taking any additional graduate courses as an undergraduate student.

Upon completion of the undergraduate program requirements, students should file an Intent to Graduate Form. Students who complete these courses successfully are not required to pursue the master's degree and/or may defer enrollment to a future date. Transfer of credit policies, including those related to expiration, would apply.

Taking AIM courses does not guarantee admission into a master's program. Upon admission to the master's program, all AIM graduate courses completed with a "B" or better are applied to graduate program. The graduate GPA is calculated based only on those graduate courses taken as a graduate student.

Institutional coursework expires within 10 years unless otherwise notated by the individual academic unit or program.

Undergraduate students may complete AIM courses to fulfill elective credits, as course substitutions approved by the program director, or they may elect a second concentration within their program of study that is designed for AIM completion. Students are encouraged to consult with Student Success Advising (if in the course-based learning format) or their Academic Coaching (if in the Tempo Learning® format) on the most appropriate plan for their program and academic goals, such as their future master's program and time to completion.

*Note: Graduate students cannot register for AIM courses.

AIM Program Chart*

<table>
<thead>
<tr>
<th>Master's Program</th>
<th>Eligible Courses (specific course availability may differ within the Tempo Learning® format)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Richard W. Riley College of Education and Human Services</td>
<td></td>
</tr>
<tr>
<td>MS in Health Education and Promotion</td>
<td>HLTH 5005 - Perspectives on Health and the Developing Professional*</td>
</tr>
</tbody>
</table>

*Walden University Catalog (March 2022)*
## Master’s Program

<table>
<thead>
<tr>
<th>Eligible Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>(specific course availability may differ within the Tempo Learning® format)</td>
</tr>
</tbody>
</table>

**Choose up to four courses.**

**Note:** These courses are 11 weeks in length.

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH 5110</td>
<td>- Exploring Health Education in the 21st Century</td>
</tr>
<tr>
<td>HLTH 5205</td>
<td>- Assessing Community Needs for Health Education</td>
</tr>
<tr>
<td>HLTH 5412</td>
<td>- Health Education and Communication Strategies</td>
</tr>
<tr>
<td>****</td>
<td><em>This course MUST be taken first.</em></td>
</tr>
<tr>
<td>**</td>
<td>*<em>HLTH 5005, HLTH 5110, and HLTH 5205 must be taken before HLTH 5412.</em></td>
</tr>
</tbody>
</table>

### MS in Developmental Psychology

- **Students may select up to four of these courses. Individual course prerequisites apply.**

**Note:** These courses are 11 weeks in length.

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>DPSY 5111</td>
<td>- Themes and Theories of Developmental Psychology</td>
</tr>
<tr>
<td>DPSY 5218</td>
<td>- Gender and Human Development</td>
</tr>
<tr>
<td>DPSY 5121</td>
<td>- Development in the Digital Age</td>
</tr>
<tr>
<td>PSYC 5215</td>
<td>- Lifespan Development</td>
</tr>
</tbody>
</table>

### MS in Psychology

- **Students may select up to five courses for the listed specializations. Individual course prerequisites apply.**

**Note:** These courses are 11 weeks in length.

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 5100</td>
<td>- Themes and Theories of Psychology</td>
</tr>
<tr>
<td>PSYC 5215</td>
<td>- Lifespan Development</td>
</tr>
<tr>
<td>PSYC 5225</td>
<td>- Biopsychology</td>
</tr>
<tr>
<td>PSYC 5701</td>
<td>- Culture and Psychology</td>
</tr>
<tr>
<td>PSYC 5781</td>
<td>- Psychopathology From a Clinical Perspective</td>
</tr>
</tbody>
</table>

### Applied Psychology

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 5121</td>
<td>- Development in the Digital Age</td>
</tr>
<tr>
<td>PSYC 5123</td>
<td>- Personal and Social Life in the Digital World</td>
</tr>
<tr>
<td>PSYC 5122</td>
<td>- Understanding Digital Data in the Changing Economic Landscape</td>
</tr>
<tr>
<td>PSYC 5215</td>
<td>- Lifespan Development</td>
</tr>
<tr>
<td>Master's Program</td>
<td>Eligible Courses (specific course availability may differ within the Tempo Learning® format)</td>
</tr>
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</tr>
<tr>
<td></td>
<td>PSYC 5100 - Themes and Theories of Psychology ◆</td>
</tr>
<tr>
<td></td>
<td>Educational Psychology</td>
</tr>
<tr>
<td></td>
<td>PSYC 5100 - Themes and Theories of Psychology ◆</td>
</tr>
<tr>
<td></td>
<td>PSYC 5131 - Theories of Learning◆</td>
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<tr>
<td></td>
<td>PSYC 5215 - Lifespan Development</td>
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<td></td>
<td>PSYC 5701 - Culture and Psychology</td>
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<td></td>
<td>PSYC 5765 - Educational Psychology</td>
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<td></td>
<td>General Psychology</td>
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<td></td>
<td>PSYC 5100 - Themes and Theories of Psychology ◆</td>
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<tr>
<td></td>
<td>PSYC 5215 - Lifespan Development</td>
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<tr>
<td></td>
<td>PSYC 5220 - Psychology of Personality</td>
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<td></td>
<td>PSYC 5245 - Social Psychology</td>
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<td></td>
<td>PSYC 5701 - Culture and Psychology</td>
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<td></td>
<td>Health Psychology</td>
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<tr>
<td></td>
<td>PSYC 5100 - Themes and Theories of Psychology ◆</td>
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<td></td>
<td>PSYC 5215 - Lifespan Development</td>
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<tr>
<td></td>
<td>PSYC 5242 - Changing Health Behavior: Theory and Practice ◆</td>
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<td></td>
<td>PSYC 5701 - Culture and Psychology</td>
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<td></td>
<td>PSYC 5745 - Health Psychology</td>
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<tr>
<td></td>
<td>Social Psychology</td>
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<tr>
<td></td>
<td>PSYC 5100 - Themes and Theories of Psychology ◆</td>
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<td></td>
<td>PSYC 5215 - Lifespan Development</td>
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<td></td>
<td>PSYC 5245 - Social Psychology</td>
</tr>
<tr>
<td></td>
<td>PSYC 5296 - Social Cognition and Attitudes ◆</td>
</tr>
<tr>
<td></td>
<td>PSYC 5701 - Culture and Psychology</td>
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<td></td>
<td>Self-Designed</td>
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<tr>
<td>Master's Program</td>
<td>Eligible Courses</td>
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<tr>
<td></td>
<td>PSYC 5100 - Themes and Theories of Psychology</td>
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<tr>
<td></td>
<td>PSYC 5215 - Lifespan Development</td>
</tr>
<tr>
<td></td>
<td>PSYC 5245 - Social Psychology</td>
</tr>
<tr>
<td></td>
<td>PSYC 5701 - Culture and Psychology</td>
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<tr>
<td>College of Health Sciences and Public Policy</td>
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<tr>
<td>Master of Public Administration (MPA)</td>
<td>MMPA 5200 - Principles of Public Administration</td>
</tr>
<tr>
<td></td>
<td>MMPA 5405 - Ethics and Social Justice</td>
</tr>
<tr>
<td></td>
<td>MMPA 5420 - Organizational Management and Leadership</td>
</tr>
<tr>
<td></td>
<td>MMPA 5431 - Finance and Budgeting for the Public Sector</td>
</tr>
<tr>
<td></td>
<td>MMPA 5435 - Human Resource Management: Building a Capable Workforce</td>
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<td></td>
<td>MMPA 5451 - Public Policy Analysis</td>
</tr>
<tr>
<td></td>
<td>MMPA 5480 - Applied Research and Evaluation Methods</td>
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<tr>
<td>Students may select up to five of these courses.</td>
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<tr>
<td>Individual course prerequisites apply.</td>
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<td>Note: These courses are 11 weeks in length.</td>
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<tr>
<td>MS in Nonprofit Management and Leadership</td>
<td>NPMG 5200 - Introduction to the Nonprofit Sector</td>
</tr>
<tr>
<td>Students may select up to five of these courses.</td>
<td>NPMG 5405 - Ethics and Social Justice</td>
</tr>
<tr>
<td>Individual course prerequisites apply.</td>
<td>NPMG 5420 - Organizational Management and Leadership</td>
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<tr>
<td>Note: These courses are 11 weeks in length.</td>
<td>NPMG 5431 - Finance and Budgeting for the Nonprofit Sector</td>
</tr>
<tr>
<td></td>
<td>NPMG 5435 - Human Resource Management: Building a Capable Workforce</td>
</tr>
<tr>
<td></td>
<td>NPMG 5480 - Applied Research and Evaluation Methods</td>
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<tr>
<td>College of Management and Human Potential</td>
<td></td>
</tr>
<tr>
<td>Master of Healthcare Administration (MHA)</td>
<td>MMHA 5050 - U.S. Healthcare Delivery System</td>
</tr>
<tr>
<td>Master's Program</td>
<td>Eligible Courses (specific course availability may differ within the Tempo Learning® format)</td>
</tr>
<tr>
<td>------------------</td>
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</tr>
</tbody>
</table>
| *Students may select any or all of these courses. Individual course prerequisites apply.*  
*Note: These courses are 11 weeks in length.* | **MMHA 5200** - Principles of Population Health in Healthcare Administration  
**MMHA 5300** - Law, Ethics, and Policy in Healthcare Administration  
**MMHA 5500** - Human Resource Management and Organizational Development and Leadership for Healthcare Administrators  
*Students can take no more than two master's-level courses per term.*  
*Students must complete all general education and core requirements before beginning AIM courses.* |

<table>
<thead>
<tr>
<th>Master of Business Administration (MBA)</th>
<th>General Program or Self-Designed Specialization</th>
</tr>
</thead>
</table>
| *Students may select any or all of these courses for the listed specializations.*  
*Note: These courses are 8 weeks in length.* | **WMBA 5000** - Dynamic Leadership  
**WMBA 5010** - Managing People and Promoting Collaboration  
**WMBA 5020** - Fostering a Culture of Innovation  
**WMBA 5030** - Managing Business Information Systems  
*Healthcare Management, Human resource Management, or Project Management Specialization*  
**WMBA 5000** - Dynamic Leadership  
**WMBA 5010** - Managing People and Promoting Collaboration |

| MS in Leadership | General Program  
|--------------------------------------|-----------------------------------------------|
| *Students may select any or all of these courses for the listed specializations.*  
*Note: These courses are 8 weeks in length.* | **WMBA 5000** - Dynamic Leadership  
**WMBA 5010** - Managing People and Promoting Collaboration  
*Executive Leadership Specialization*  
**WMBA 5000** - Dynamic Leadership  
**WMBA 5010** - Managing People and Promoting Collaboration |
<table>
<thead>
<tr>
<th>Master's Program</th>
<th>Eligible Courses (specific course availability may differ within the Tempo Learning® format)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MS in Management</strong></td>
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<tr>
<td>Students may select any or all of these courses for the listed specializations.</td>
<td><strong>General Program</strong></td>
</tr>
<tr>
<td></td>
<td>WMBA 5000 - Dynamic Leadership</td>
</tr>
<tr>
<td></td>
<td>WMBA 5010 - Managing People and Promoting Collaboration</td>
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<tr>
<td></td>
<td><strong>Strategy Specialization</strong></td>
</tr>
<tr>
<td></td>
<td>WMBA 5000 - Dynamic Leadership</td>
</tr>
<tr>
<td></td>
<td>WMBA 5010 - Managing People and Promoting Collaboration</td>
</tr>
<tr>
<td></td>
<td>WMBA 5020 - Fostering a Culture of Innovation</td>
</tr>
<tr>
<td><strong>MS in Industrial and Organizational (I/O) Psychology</strong></td>
<td></td>
</tr>
<tr>
<td>Students may select up to five courses for the listed specializations. Individual course prerequisites apply.</td>
<td><strong>General Practice</strong></td>
</tr>
</tbody>
</table>
| | IPSY 5100 - Themes and Theories of I/O Psychology  
PSYC 5214 - Consulting for Organizational Change  
PSYC 5480 - Psychology of Organizational Behavior  
PSYC 5706 - Ethics and Standards of Industrial Organizational Psychology  
PSYC 5755 - Leadership and Leader Development |
| | **Consulting Psychology** |
| | IPSY 5100 - Themes and Theories of I/O Psychology  
PSYC 5005 - Business Concepts for the Organizational Development Professional  
PSYC 5214 - Consulting for Organizational Change |
| Master's Program | Eligible Courses  
|------------------|-----------------------------------------------  
|                  | (specific course availability may differ within  
|                  | the Tempo Learning® format)                     
|                  | PSYC 5216 - Dynamics of Contemporary, International, and Virtual Organizations  
|                  | PSYC 5480 - Psychology of Organizational Behavior  
|                  | Evidence-Based Coaching  
| IPSY 5100 - Themes and Theories of I/O Psychology  
| PSYC 5214 - Consulting for Organizational Change  
| PSYC 5480 - Psychology of Organizational Behavior  
| PSYC 5755 - Leadership and Leader Development  
| **Human Resource Management**  
| IPSY 5100 - Themes and Theories of I/O Psychology  
| PSYC 5214 - Consulting for Organizational Change  
| PSYC 5480 - Psychology of Organizational Behavior  
| PSYC 5755 - Leadership and Leader Development  
| **International Business**  
| IPSY 5100 - Themes and Theories of I/O Psychology  
| PSYC 5214 - Consulting for Organizational Change  
| PSYC 5216 - Dynamics of Contemporary, International, and Virtual Organizations  
| PSYC 5480 - Psychology of Organizational Behavior  
| **Self-Designed**  

Walden University Catalog (March 2022)  
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<table>
<thead>
<tr>
<th>Master's Program</th>
<th>Eligible Courses</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>(specific course availability may differ within the Tempo Learning® format)</td>
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<tr>
<td></td>
<td>IPSY 5100 - Themes and Theories of I/O</td>
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<td></td>
<td>PSYC 5755 - Leadership and Leader</td>
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<td></td>
<td>Development</td>
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<tr>
<td>College of Nursing</td>
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<tr>
<td>Master of Science in Nursing (MSN)</td>
<td>NURS 5050 - Policy and Advocacy for</td>
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<tr>
<td></td>
<td>Improving Population Health</td>
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<tr>
<td></td>
<td>NURS 5051 - Transforming Nursing and</td>
</tr>
<tr>
<td></td>
<td>Healthcare Through Technology</td>
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<tr>
<td></td>
<td>NURS 5052 - Essentials of Evidence-Based</td>
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<tr>
<td></td>
<td>Practice</td>
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<tr>
<td></td>
<td>Students must be admitted to the RN-BSN-MSN track to complete these AIM courses.</td>
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<tr>
<td>College of Psychology and Community Services</td>
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<tr>
<td>MS in Forensic Psychology</td>
<td>FPSY 5102 - Intersection of Crime,</td>
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<td></td>
<td>Psychology, and the Law</td>
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<td></td>
<td>FPSY 5115 - Understanding Forensic</td>
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<td>Psychology Research</td>
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<td></td>
<td>FPSY 5126 - Understanding Violence,</td>
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<td></td>
<td>Risk, and Threat Assessment</td>
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<tr>
<td></td>
<td>FPSY 5135 - Criminal Behavior</td>
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<tr>
<td></td>
<td>FPSY 5720 - Abnormal Behavior</td>
</tr>
<tr>
<td>MS in Human Services</td>
<td>HUMN 5162 - Cultural Humility and</td>
</tr>
<tr>
<td></td>
<td>Diversity</td>
</tr>
<tr>
<td></td>
<td>HUMN 5160 - The Advanced Human Services Practitioner in a Changing</td>
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<tr>
<td></td>
<td>World</td>
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<td>HUMN 5210 - Management and</td>
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<td>Leadership Development in Human Services</td>
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</tbody>
</table>

*Note: These courses are 11 weeks in length.*
<table>
<thead>
<tr>
<th>Master's Program</th>
<th>Eligible Courses</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>HUMN 5161 - Assessment, Triage, and Motivational Interviewing</td>
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<td>HUMN 5205 - Introduction to the Nonprofit Sector</td>
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<tr>
<td>MS in Criminal Justice</td>
<td>CRJS 5137 - The Nature of Crime and Criminology</td>
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<tr>
<td></td>
<td>CRJS 5203 - Victimology</td>
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<tr>
<td></td>
<td>CRJS 5215 - Controversies in Criminal Justice</td>
</tr>
<tr>
<td></td>
<td>CRJS 5217 - Technological Solutions and 21st-Century Crime</td>
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<td></td>
<td>CRJS 5511 - Special Populations</td>
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<tr>
<td>Students may select any or all of these courses.</td>
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</tr>
<tr>
<td>Individual course prerequisites apply.</td>
<td></td>
</tr>
<tr>
<td>Note: These courses are 11 weeks in length.</td>
<td></td>
</tr>
<tr>
<td>MS in Criminal Justice Leadership and Executive Management</td>
<td>CRJS 5137 - The Nature of Crime and Criminology</td>
</tr>
<tr>
<td></td>
<td>CRJS 5215 - Controversies in Criminal Justice</td>
</tr>
<tr>
<td>Students may select any or all of these courses.</td>
<td></td>
</tr>
<tr>
<td>Individual course prerequisites apply.</td>
<td></td>
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<tr>
<td>Note: These courses are 11 weeks in length.</td>
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</tr>
<tr>
<td>College of Social and Behavioral Health</td>
<td></td>
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<tr>
<td>School of Counseling</td>
<td></td>
</tr>
<tr>
<td>MS in Clinical Mental Health Counseling</td>
<td>HUMN 5100 - Introduction to Mental Health Counseling</td>
</tr>
<tr>
<td>(These courses are open only to students in the BS in</td>
<td></td>
</tr>
<tr>
<td>Human Services and BS in Psychology programs. Students</td>
<td></td>
</tr>
<tr>
<td>may select up to five of these courses. Individual</td>
<td></td>
</tr>
<tr>
<td>course prerequisites apply.</td>
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</tr>
<tr>
<td>Note: These courses are 11 weeks in length.</td>
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<tr>
<td>These courses must be taken in the order listed.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>HUMN 5722 - Theories of Counseling</td>
</tr>
<tr>
<td></td>
<td>HUMN 5316 - Techniques of Counseling</td>
</tr>
<tr>
<td></td>
<td>HUMN 5723 - Multicultural Counseling</td>
</tr>
<tr>
<td></td>
<td>PSYC 5101 - Foundations for Graduate Study in Counseling</td>
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</table>
Eligible Courses
(specific course availability may differ within the Tempo Learning® format)

<table>
<thead>
<tr>
<th>Master's Program</th>
<th>PSYC 5102 - Introduction to Mental Health Counseling ★</th>
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<tbody>
<tr>
<td></td>
<td>PSYC 5722 - Counseling and Psychotherapy Theories ★</td>
</tr>
<tr>
<td></td>
<td>PSYC 5316 - Techniques in Counseling ★</td>
</tr>
<tr>
<td></td>
<td>PSYC 5306 - Ethics and Legal Issues in Counseling ★</td>
</tr>
<tr>
<td></td>
<td>PSYC 5723 - Multicultural Counseling ★</td>
</tr>
</tbody>
</table>

* Students are required to take PSYC 5101 along with PSYC 5102 or HUMN 5100.

Note on Endorsement, Licensure, or Certification

This program does not lead to an endorsement, certification, or licensure. Walden makes no representation, warranty, guarantee, or commitment that successful completion of this program or coursework for graduate credit within this program will permit a graduate to obtain state certification or licensure.

The graduate degree program and coursework within the program in which you are enrolling may be accepted by many states toward upgrading or renewing a license or obtaining a salary increase (depending on state or district policy). Teachers are advised to contact their individual school districts as to whether this program may qualify for salary advancement. Walden enrollment specialists can provide guidance on program requirements; however, it remains the individual’s responsibility to understand and comply with all state and school district requirements.

Undergraduate Minors

Students have the option to select a minor after starting their undergraduate program. Unlike an undergraduate concentration, a minor must be in a discipline outside the student’s major. Students should verify individual requirements for each minor, including which programs are ineligible. An undergraduate minor consists of six or more courses with a minimum of two at the upper level. Students wishing to add a minor to their program should contact their student success advisor. Students may select a maximum of two minors.

Minor in Applied Instructional Design and Technology
Minor in Business
Minor in Communication
Minor in Criminal Justice
Minor in Health Promotion and Wellness
Minor in Health Studies
Minor in Healthcare Management
Minor in Introductory Instructional Design and Technology
Minor in Political Science and Public Administration
Minor in Psychology
Minor in Public Health

Master’s Degree Programs

**Master of Social Work (MSW)**

The Master of Social Work (MSW) degree program is designed to prepare students to provide services to individuals, families, groups, organizations, and communities. By selecting one of four concentrations focused on specific populations, students learn to draw from social work theory and methods to engage, evaluate, and intervene in the problems experienced by individuals, families, and groups. Skills gained through this program can be applied in schools, hospitals, private practice, social service agencies, and mental health clinics. Students have an additional opportunity to increase their knowledge by choosing an optional focus area in one of five key areas, and customized case studies throughout the program add perspective to the curriculum. In-person residencies and field experience also help prepare graduates to provide culturally and contextually relevant social work services in their practice, using mentoring, supervision, advocacy, and collaboration activities with their varied client populations.

**Learning Outcomes**

Graduates of Walden’s Master of Social Work (MSW) program will be prepared to:

- Develop a professional orientation and identity as a social worker.
- Apply legal and ethical standards in the administration of social work.
- Apply principles of advocacy that promote cultural understanding and positive social change in individuals, communities, and society.
- Utilize evidence-based research and critical-thinking skills to inform practice in meeting the needs of diverse clientele.
- Synthesize and apply theories of human growth and development to develop culturally responsive social work practices.
- Apply knowledge and skills in the areas of engagement, assessment, intervention, and evaluation with individuals, families, groups, organizations, and communities.
## Program Goals

<table>
<thead>
<tr>
<th>Program Goals</th>
<th>CSWE Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate the development of a professional orientation and identity as a social worker. (PG 1)</td>
<td>Competency 1: Demonstrate Ethical and Professional Behavior</td>
</tr>
<tr>
<td>Apply legal and ethical standards in clinical social work practice. (PG 2)</td>
<td>Competency 1: Demonstrate Ethical and Professional Behavior</td>
</tr>
<tr>
<td>Apply principles of advocacy that promote cultural understanding and positive social change. (PG 3)</td>
<td>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</td>
</tr>
<tr>
<td>Utilize evidence-based research and critical-thinking skills to inform practice clinical social work practice in meeting the needs of diverse clientele. (PG 4)</td>
<td>Competency 2: Engage Diversity and Difference in Practice</td>
</tr>
<tr>
<td>Synthesize and apply theories of human growth and development to develop culturally responsive social work practices. (PG 5)</td>
<td>Competency 2: Engage Diversity and Difference in Practice</td>
</tr>
<tr>
<td></td>
<td>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</td>
</tr>
<tr>
<td></td>
<td>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</td>
</tr>
<tr>
<td></td>
<td>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</td>
</tr>
<tr>
<td></td>
<td>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</td>
</tr>
</tbody>
</table>
Program Goals

Demonstrate knowledge and skills in the areas of engagement, assessment, intervention, and evaluation with individuals, families, and groups. (PG 6)

CSWE Competencies

<table>
<thead>
<tr>
<th>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</td>
</tr>
<tr>
<td>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</td>
</tr>
<tr>
<td>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</td>
</tr>
</tbody>
</table>

Concentrations

These previous MSW concentrations are no longer accepting new students. Current students in these concentrations must complete their programs of study in accordance with Walden’s Time-to-Degree Completion policies.

- Advanced Clinical Practice
- Military Social Work
- Social Work in Healthcare
- Social Work With Children and Families

Focus Areas

- Addictions
- Child and Family
- Healthcare
- Military
- Trauma

Minimum Degree Requirements

- 92–97 total quarter credits (depending upon Focus Area)
- Foundation course (3 cr.)
- Core courses (65 cr.)
Electives (10 cr. required; 15 cr. for Focus Area and optional certificate)
Field Experience (12 cr.)
Two Social Work Skills Labs (1 cr. each). These labs include online course content integrated with a 3-day, face-to-face or virtual synchronous requirement.
  3 weeks online
  3 days face-to-face or virtual synchronous sessions
  2 weeks online

Note: The following (tracks) are available for the MSW program:

Traditional option (up to two courses/term)—This track is similar to most traditional master's-level programs in which students either complete one or two courses per quarter.

Traditional Fast Track option (Intensive course load)—This track requires students to complete three courses in the first quarter, while completing two courses in the remaining quarters.

Advanced Standing (requires BSW)—This track is for students who enter the program with a Bachelor of Social Work (BSW) degree that is accredited by the Council on Social Work Education (CSWE).

Advanced Standing Minimum Degree Requirements

52–57 total quarter credits
Core courses (35 cr.)
Electives (10–15 cr.)
Field Experience (6 cr.)
One Social Work Skills Lab (1 cr.)

Curriculum

Foundation Course (3 cr.)


Core Courses (65 cr.)

SOCW 6101 - Essential Skills for Social Work Practice
SOCW 6301 - Social Work Practice Research I
SOCW 6200 - Human Behavior and the Social Environment I
SOCW 6051 - Diversity, Human Rights, and Social Justice
SOCW 6210 - Human Behavior and the Social Environment II
SOCW 6500 - Social Work Field Education I
SOCW 6551 - Social Policy, Welfare, and Change
SOCW 6510 - Social Work Field Education II
SOCW 6060 - Social Work Theory and Clinical Practice
SOCW 6111 - Advanced Clinical Social Work Practice I
SOCW 6361 - Social Policy: Analysis and Advocacy
SOCW 6121 - Advanced Clinical Social Work Practice II
SOCW 6311 - Social Work Practice Research II
SOCW 6090 - Psychopathology and Diagnosis for Social Work Practice
SOCW 6070 - Supervision, Leadership, and Administration in Social Work Organizations
SOCW 6520 - Social Work Field Education III
SOCW 6530 - Social Work Field Education IV

Elective/Focus Area Courses (10–15 cr.)

Students are required to select two electives from the Focus Areas and may select an optional third elective for an embedded certificate from the same Focus Area. Please see the course list on each Focus Area page.

Field Experience Courses (12 cr.)

SOCW 6500 - Social Work Field Education I
SOCW 6510 - Social Work Field Education II
SOCW 6520 - Social Work Field Education III
SOCW 6530 - Social Work Field Education IV

Skills Lab Requirements

Complete Social Work Skills Lab I after completing SOCW 6002; required before entering SOCW 6500 - Social Work Field Education I. (Exception: Advanced Standing students can skip Social Work Skills Lab I.)

Complete Social Work Skills Lab II after SOCW 6510 and prior to enrolling in SOCW 6520 - Social Work Field Education III. (Exception: Advanced Standing students must complete Social Work Skills Lab II after SOCW 6002.)

Course Sequences

Course Sequence: Traditional

Students must complete Social Work Skills Lab I prior to taking SOCW 6500 (field education course).

Students must complete Social Work Skills Lab II prior to taking SOCW 6520 (field education course).

The recommended course sequence is as follows:
<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SOCW 6101 - Essential Skills for Social Work Practice</td>
<td>5 cr.</td>
</tr>
<tr>
<td>2</td>
<td>SOCW 6301 - Social Work Practice Research I</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>SOCW 6200 - Human Behavior and the Social Environment I</td>
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<td>SWLB 0651 - Skills Lab I</td>
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<td>SOCW 6051 - Diversity, Human Rights, and Social Justice</td>
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<td>SOCW 6210 - Human Behavior and the Social Environment II</td>
<td>5 cr.</td>
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<tr>
<td>4</td>
<td>SOCW 6500 - Social Work Field Education I</td>
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<td>SOCW 6351 - Social Policy, Welfare, and Change</td>
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<td>SOCW 6510 - Social Work Field Education II</td>
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<tr>
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<td>SOCW 6060 - Social Work Theory and Clinical Practice</td>
<td>5 cr.</td>
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<tr>
<td>6</td>
<td>SOCW 6111 - Advanced Clinical Social Work Practice I</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>SOCW 6361 - Social Policy: Analysis and Advocacy</td>
<td>5 cr.</td>
</tr>
<tr>
<td>7</td>
<td>SOCW 6121 - Advanced Clinical Social Work Practice II</td>
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<tr>
<td></td>
<td>SOCW 6311 - Social Work Practice Research II</td>
<td>5 cr.</td>
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<td>SWLB 0652 - Skills Lab II</td>
<td>1 cr.</td>
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<td>8</td>
<td>SOCW 6090 - Psychopathology and Diagnosis for Social Work Practice</td>
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<td></td>
<td>Elective Course I</td>
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<td>9</td>
<td>SOCW 6070 - Supervision, Leadership, and Administration in Social Work Organizations</td>
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<td></td>
<td>SOCW 6520 - Social Work Field Education III</td>
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### Quarter 10

<table>
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<td>Elective Course 2</td>
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<tr>
<td>SOCW 6530 - Social Work Field Education IV</td>
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</table>

### Quarter 11

<table>
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<th>Course</th>
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<tbody>
<tr>
<td>Elective Course 3 (optional)</td>
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</table>

### Traditional Fast Track

Students must complete Social Work Skills Lab I prior to taking SOCW 6500 (field education course).

Students must complete Social Work Skills Lab II prior to taking SOCW 6520 (field education course).

More than two courses may be taken in a term as long as the prerequisites are met.

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>SOCW 6101 - Essential Skills for Social Work Practice</td>
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</tr>
<tr>
<td>2</td>
<td>SOCW 6301 - Social Work Practice Research I</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>SOCW 6200 - Human Behavior and the Social Environment I</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>SWLB 0651 - Skills Lab I</td>
<td>1 cr.</td>
</tr>
<tr>
<td>3</td>
<td>SOCW 6051 - Diversity, Human Rights, and Social Justice</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>SOCW 6210 - Human Behavior and the Social Environment II</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>SOCW 6500 - Social Work Field Education I</td>
<td>3 cr.</td>
</tr>
<tr>
<td>4</td>
<td>SOCW 6351 - Social Policy, Welfare, and Change</td>
<td>5 cr.</td>
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<tr>
<td></td>
<td>SOCW 6510 - Social Work Field Education II</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>SOCW 6060 - Social Work Theory and Clinical Practice</td>
<td>5 cr.</td>
</tr>
<tr>
<td>5</td>
<td>SOCW 6111 - Advanced Clinical Social Work Practice I</td>
<td>5 cr.</td>
</tr>
<tr>
<td>Quarter</td>
<td>Course</td>
<td>Credits</td>
</tr>
<tr>
<td>---------</td>
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</tr>
<tr>
<td>6</td>
<td>SOCW 6361 - Social Policy: Analysis and Advocacy</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>SOCW 6311 - Social Work Practice Research II</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>SOCW 6121 - Advanced Clinical Social Work Practice II</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>SWLB 0652 - Skills Lab II</td>
<td>1 cr.</td>
</tr>
<tr>
<td></td>
<td>SOCW 6090 - Psychopathology and Diagnosis for Social Work Practice</td>
<td>5 cr.</td>
</tr>
<tr>
<td>7</td>
<td>Elective Course 1</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>SOCW 6070 - Supervision, Leadership, and Administration in Social Work Organizations</td>
<td>5 cr.</td>
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<tr>
<td></td>
<td>Elective Course 2</td>
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</tr>
<tr>
<td>8</td>
<td>SOCW 6520 - Social Work Field Education III</td>
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<td></td>
<td>Elective Course 3 (Optional)</td>
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<tr>
<td>9</td>
<td>SOCW 6530 - Social Work Field Education IV</td>
<td>5 cr.</td>
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</tbody>
</table>

**Course Sequence: Advanced Standing**

The recommended course sequence is as follows:

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>SOCW 6361 - Social Policy: Analysis and Advocacy</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>SOCW 6060 - Social Work Theory and Clinical Practice</td>
<td>5 cr.</td>
</tr>
<tr>
<td>2</td>
<td>SOCW 6111 - Advanced Clinical Social Work Practice I</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>SOCW 6311 - Social Work Practice Research II</td>
<td>5 cr.</td>
</tr>
<tr>
<td>3</td>
<td>SOCW 6121 - Advanced Clinical Social Work Practice II</td>
<td>5 cr.</td>
</tr>
</tbody>
</table>
Graduate Certificate in Social Work (Optional Embedded Certificate)

Students can choose to focus their studies by selecting two elective courses from the same focus area. An optional certificate, along with the MSW, can be added to the MSW program if students select three courses from a specific focus area. (Note: Optional certificates add 5 credits to the program.)

The five optional certificates align with the focus areas:

- Graduate Certificate in Social Work: Addictions
- Graduate Certificate in Social Work: Child and Family
- Graduate Certificate in Social Work: Healthcare
- Graduate Certificate in Social Work: Military
- Graduate Certificate in Social Work: Trauma

Accreditation Statement

Walden University’s Master of Social Work (MSW) program is accredited by the Council on Social Work Education (CSWE), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA). CSWE’s Commission on Accreditation is responsible for developing standards that define competent preparation for professional social workers and ensuring that social work programs meet these standards.
Note on Licensure

The Walden University Master of Social Work (MSW) program is designed to prepare graduates to practice as licensed social workers in many states. However, the requirements for licensure as a social worker vary greatly from state to state. Each state board that is responsible for regulating the practice of social work has its own academic requirements and issues its own license to practice as a social worker in that state. Additionally, students should be advised that the Walden MSW program is not designed or intended to prepare graduates for licensure as a school social worker; however, graduates might be eligible for licensure as a school social worker in their particular state of residence.

While Walden enrollment specialists can provide general information relating to the state-by-state educational requirements for social work licensure or certification, it remains the student’s responsibility to understand, evaluate, and comply with all requirements relating to field education experiences, licensing or certification, authorization, or endorsement for the state in which she or he resides. Walden makes no representations or guarantee that completion of its coursework or programs will permit an individual to obtain state licensure, certification, authorization, endorsement, or other state credential. Licensure eligibility determinations are ultimately determined by the appropriate state board that issues the credential to practice.

Prospective students enrolling in licensure-leading programs are advised that relocation to another state may impact the student’s ability to complete field experiences and/or to obtain professional licensure, certification, or other credential in another state. Prospective students are advised to carefully review, evaluate, and understand the requirements of the applicable licensure board in the state in which they intend to relocate.

Doctoral Degree Programs

Doctor of Social Work (DSW)

The Doctor of Social Work (DSW) is a postgraduate program designed to prepare students as advanced practitioners who employ action research to design, implement, and assess social work and social welfare programs and policies for suitability for the diverse needs of families, communities, and society. This program may prepare students to design culturally and contextually relevant social services; mentor others in their efforts to provide social services to individuals, communities, and society; and provide leadership and advocacy in the social work profession regarding needs of individuals and communities with schools, governments, health services, criminal justice systems, and mental health organizations.

The DSW program specifically differs from the PhD in Social Work because the development and training in the DSW is focused on providing advanced development for the practitioner-scholar. The PhD program is focused on developing scholar-practitioners for service as researchers, agency leaders, policy analysts, and educators.

Learning Outcomes

At the end of this program, graduates will be able to:

- Identify social work practice gaps through the use of theory, current research, and best practices.
Demonstrate the ability to employ a variety of research approaches to understand or address social work practice problems.

Synthesize research related to social work interventions, social programs, and the social work practice knowledge base.

Critically evaluate social problems and social work practice gaps from a culturally aware, ethical, and empirically driven perspective.

Demonstrate the ability to collaborate with a variety of stakeholders to advocate for social change.

Demonstrate the ability to collaborate with a variety of stakeholders to advocate for policies and practices that advance the economic and social well-being of culturally diverse clientele.

Demonstrate advanced knowledge and skill in a specialized area of social work practice.

Specializations

Changing specializations may increase a student’s expected time-to-degree completion and cost.

- Addictions and Social Work
- Advanced Clinical Practice and Supervision
- Clinical Expertise
- Criminal Justice
- Disaster, Crisis, and Intervention
- Family Studies and Interventions
- Impact Leadership in Social Work Administration
- Medical Social Work
- Policy Practice
- Social Work Administration
- Social Work Education

Minimum Degree Requirements

- Doctoral Writing Assessment
- Professional Development Plan
- Foundation course (3 cr.)
- Core courses (25 cr.)
- Research courses (15 cr.)
- Specialization courses (15 cr.)
- Completion of Doctoral Study
Building Doctoral Socialization and Competency (1 cr. per term for five terms)
Doctoral Study Action Research Project (5 cr. per term; taken continuously until completion)
Quarter Plans
One residency

Curriculum

Foundation Course (3 cr.)

SOCW 8002 - Foundations of Graduate Study

Core Courses (25 cr.)

SOCW 8110 - Advanced Social Work Theory and Practice
SOCW 8117 - Diversity and Multiculturalism
SOCW 8137 - Contemporary Issues, Social Change, and Social Policy
SOCW 8138 - Program and Practice Evaluation
SOCW 8112 - Social Work Scholarship

Research Courses (10 cr.)

RSCH 8110 - Research Theory, Design, and Methods
And choose one course from the following:
RSCH 8210 - Quantitative Reasoning and Analysis
RSCH 8310 - Qualitative Reasoning and Analysis

Advanced Research Course (5 cr.)

RSCH 8260 - Advanced Quantitative Reasoning and Analysis OR
RSCH 8360 - Advanced Qualitative Reasoning and Analysis

Specialization Courses (15 cr.)

These courses are dependent upon the particular specialization. Please see the course list on each specialization page. Changing specializations may increase a student's expected time-to-degree completion and cost.

Residency Requirements

Complete one residency as soon as you begin your program; required before you begin your second research course (RSCH 8210 OR RSCH 8310).
Completion of the Doctoral Capstone Research Project

**Building Doctoral Socialization and Competency**
(5 cr.; continuously enrolled in 1 cr. per term for a minimum of five terms until completion)
- SOCW 8601 - Building Doctoral Socialization and Competency 1
- SOCW 8602 - Building Doctoral Socialization and Competency 2
- SOCW 8603 - Building Doctoral Socialization and Competency 3
- SOCW 8604 - Building Doctoral Socialization and Competency 4
- SOCW 8605 - Building Doctoral Socialization and Competency 5

**Capstone Research Course**
(5 cr. per term for a minimum of three terms; taken continuously until completion)
- SOCW 8610 - Capstone Research Project

**Course Sequence**

Students undertake courses in the following sequence.

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>SOCW 8002 - Foundations of Graduate Study</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>SOCW 8110 - Advanced Social Work Theory and Practice</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td><strong>Complete the residency between your second and fourth term; required before you begin your second research course (RSCH 8210K or RSCH 8310K).</strong></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>SOCW 8112 - Social Work Scholarship</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>RSCH 8110 - Research Theory, Design, and Methods</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>SOCW 8601 - Building Doctoral Socialization and Competency 1</td>
<td>1 cr.</td>
</tr>
<tr>
<td>3</td>
<td>Specialization Course 1</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>SOCW 8117 - Diversity and Multiculturalism</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>SOCW 8602 - Building Doctoral Socialization and Competency 2</td>
<td>1 cr.</td>
</tr>
<tr>
<td>Quarter</td>
<td>Course</td>
<td>Credits</td>
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<td>---------</td>
<td>------------------------------------------------------------------------</td>
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<tr>
<td>4</td>
<td>RSCH 8210 - Quantitative Reasoning and Analysis ◆ OR RSCH 8310 - Qualitative Reasoning and Analysis ◆</td>
<td>5 cr.</td>
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<tr>
<td></td>
<td>SOCW 8137 - Contemporary Issues, Social Change, and Social Policy</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>SOCW 8603 - Building Doctoral Socialization and Competency 3</td>
<td>1 cr.</td>
</tr>
<tr>
<td>5</td>
<td>Specialization Course 2</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>SOCW 8138 - Program and Practice Evaluation</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>SOCW 8604 - Building Doctoral Socialization and Competency 4</td>
<td>1 cr.</td>
</tr>
<tr>
<td>6</td>
<td>Specialization Course 3</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>RSCH 8260 - Advanced Quantitative Reasoning and Analysis OR RSCH 8360 - Advanced Qualitative Reasoning and Analysis</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>SOCW 8605 - Building Doctoral Socialization and Competency 5</td>
<td>1 cr.</td>
</tr>
<tr>
<td>7+</td>
<td>SOCW 8610 - Capstone Research Project*</td>
<td>5 cr. per term for a minimum of 3 terms; taken continuously until completion</td>
</tr>
</tbody>
</table>

*Students take this course for a minimum of three quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval. In general, students are continuously registered in the dissertation course until they complete their dissertation, and it is approved. This usually takes longer than the minimum required terms in the dissertation course shell.

**Doctoral Writing Assessment**

Students who start or readmit to doctoral programs at Walden University in the university catalog for academic year 2017 or later will complete the university's required doctoral writing assessment. Designed to evaluate incoming doctoral students' writing
skills, this assessment aims to help prepare incoming doctoral students to meet the university's expectations for writing at the doctoral level.

8-Year Maximum Time Frame

Students have up to 8 years to complete their doctoral degree requirements (see Enrollment Requirements). Students may petition to extend the 8-year maximum time frame, but an extension is not guaranteed.

PhD in Social Work

The PhD in Social Work program is designed to prepare experienced social work professionals as leaders, researchers, educators, and supervisors in the field. This program offers students an opportunity to engage in a core body of social work knowledge and processes that focus on the history and development of the profession, contemporary issues in social work, advanced social work theory and practice, program planning and evaluation, and research methods leading to a dissertation experience designed to prepare students for their roles as leaders and advocates for social change in the field.

Learning Outcomes

Graduates of this program are able to:

- Synthesize scholarly research and theory to examine gaps in social work knowledge.
- Demonstrate the skills necessary to create and implement ethical research designs that take into account cultural factors to expand social work knowledge.
- Demonstrate the ability to employ a variety of research approaches to understand or address the etiology and dynamics of social problems and needs.
- Evaluate research related to social work interventions, social programs, and the empirical knowledge-base.
- Analyze social problems related to the field of social work from a culturally aware, ethical, and empirically-driven perspective.
- Demonstrate the ability to collaborate with a variety of stakeholders to advocate for social change.
- Demonstrate the ability to use scholarly research to advocate for policies and practices that advance the economic and social well-being of culturally diverse clientele.
- Demonstrate advanced knowledge and skills in social work practice and research.

Specializations
Addictions and Social Work  
Advanced Clinical Practice and Supervision  
Clinical Expertise  
Criminal Justice  
Disaster, Crisis, and Intervention  
Family Studies and Interventions  
Impact Leadership in Social Work and Administration  
Medical Social Work  
Policy Practice  
Social Work Administration  
Social Work Education

Minimum Degree Requirements

Doctoral Writing Assessment
Professional Development Plan
Foundation course (3 cr.)
Core courses (20 cr.)
Specialization courses (15 cr.)
Research Courses (20 cr.)
Completion of Doctoral Capstone
  Building Doctoral Socialization and Competency (1 cr. per term for five terms)
  Dissertation support course (5 cr.)
  Dissertation (5 cr. per term for a minimum of three terms; taken continuously until completion)
Quarter Plans
Four residencies

Curriculum

Foundation Course (3 cr.)

  SOCW 8002 - Foundations of Graduate Study

Core Courses (20 cr.)

  SOCW 8110 - Advanced Social Work Theory and Practice  
  SOCW 8112 - Social Work Scholarship  
  SOCW 8137 - Contemporary Issues, Social Change, and Social Policy  
  SOCW 8138 - Program and Practice Evaluation
Specialization Courses (15 cr.)

These courses are dependent upon the particular specialization. Please see the course list on each specialization page.

Foundation Research Courses (15 cr.)

Courses comprising the Foundation Research Sequence are conducted online and require weekly readings, participation in discussions, and assignment completion. Course instructors guide discussions and evaluate discussion and application assignments. RSCH 8110 must be completed prior to Residency 2 of the academic residencies. RSCH 8210 and RSCH 8310 must be completed prior to beginning the dissertation or attending Residency 3.

- RSCH 8110 - Research Theory, Design, and Methods
- RSCH 8210 - Quantitative Reasoning and Analysis
- RSCH 8310 - Qualitative Reasoning and Analysis

Advanced Research Course (5 cr.)

All PhD students are required to complete one advanced-level research course that mirrors the methodology of their intended dissertations. The university offers three advanced courses; individual programs may have other advanced options. Students should refer to their specific programs of study to determine program-specific requirements.

One of the following three courses is required:

- RSCH 8260 - Advanced Quantitative Reasoning and Analysis
- RSCH 8360 - Advanced Qualitative Reasoning and Analysis
- RSCH 8460 - Advanced Mixed-Methods Reasoning and Analysis

Residency Requirements

Complete Residency 1 as soon as you begin your program; should be completed in Term 1 or Term 2.

Complete Residency 2 within 18 months of your start date or linked to your registration for or completion of your first research course.

Complete Residency 3 by the end of your third year.

Complete residency 4 after your prospectus is approved as follows:

- Residency 4 General (RESI 8404) OR
- Residency 4 Proposal Writing (RESI 8404Q) OR
- Residency 4 Methods & Data Collection: Qualitative (RESI 8404R) OR
- Residency 4 Methods & Data Collection: Quantitative (RESI 8404S) OR
Residency 4 Publishing & Presenting (RESI 8404T) OR an approved professional conference (RESI 8900 for select programs only. Contact Advising for information.) OR a dissertation intensive (DRWI 8500) during your 9000 course. Contact Student Success Advising to register. You must attend all sessions and advising throughout the entire intensive retreat in order to successfully complete the experience to satisfy residency 4 requirements. **NOTE:** Intensive Retreats are NOT included in Fast Track tuition.

Optional: Complete a PhD dissertation intensive (DRWI 8500) during your dissertation. Contact Student Success Advising to register.

**Completion of the Doctoral Capstone**

**Building Doctoral Socialization and Competency**

SOCW 9001A - Building Doctoral Socialization and Competency 1
SOCW 9002A - Building Doctoral Socialization and Competency 2
SOCW 9003A - Building Doctoral Socialization and Competency 3
SOCW 9004A - Building Doctoral Socialization and Competency 4
SOCW 9005A - Building Doctoral Socialization and Competency 5

**Dissertation Writing Courses**

SOCW 8550 - Preparing for Dissertation
SOCW 9000 - Dissertation

Students take this course for a minimum of four quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval.

To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

**Course Sequence**

Students undertake courses in the following sequence.

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>I</td>
<td>SOCW 8002 - Foundations of Graduate Study</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>SOCW 8110 - Advanced Social Work Theory and Practice</td>
<td>5 cr.</td>
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<tr>
<td></td>
<td><strong>Complete Residency 1 as soon as you begin your program; should be completed in Term 1 or Term 2.</strong></td>
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<tr>
<td>Quarter</td>
<td>Course</td>
<td>Credits</td>
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<tr>
<td>2</td>
<td>RSCH 8110 - Research Theory, Design, and Methods</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>SOCW 8112 - Social Work Scholarship</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>SOCW 9001A - Building Doctoral Socialization and Competency 1</td>
<td>1 cr.</td>
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<tr>
<td>3</td>
<td>SOCW 8137 - Contemporary Issues, Social Change, and Social Policy</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>Specialization Course 1</td>
<td>5 cr.</td>
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<tr>
<td></td>
<td>SOCW 9002A - Building Doctoral Socialization and Competency 2</td>
<td>1 cr.</td>
</tr>
<tr>
<td>4</td>
<td>SOCW 8138 - Program and Practice Evaluation</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>RSCH 8210 - Quantitative Reasoning and Analysis</td>
<td>5 cr.</td>
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<tr>
<td></td>
<td>SOCW 9003A - Building Doctoral Socialization and Competency 3</td>
<td>1 cr.</td>
</tr>
<tr>
<td></td>
<td>Complete Residency 2 within 18 months of your start date or linked to your registration for or completion of your first research course.</td>
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<tr>
<td>5</td>
<td>Specialization Course 2</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>RSCH 8310 - Qualitative Reasoning and Analysis</td>
<td>5 cr.</td>
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<tr>
<td></td>
<td>SOCW 9004A - Building Doctoral Socialization and Competency 4</td>
<td>1 cr.</td>
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<tr>
<td></td>
<td>Complete Residency 3 by the end of your third year.</td>
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<tr>
<td>6</td>
<td>Specialization Course 3</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>RSCH 8260 - Advanced Quantitative Reasoning and Analysis OR RSCH 8360 - Advanced Qualitative Reasoning and Analysis OR RSCH 8460 - Advanced Mixed-Methods Reasoning and Analysis</td>
<td>5 cr.</td>
</tr>
<tr>
<td>Quarter</td>
<td>Course</td>
<td>Credits</td>
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</tr>
<tr>
<td>7+</td>
<td>SOCW 8550 - Preparing for Dissertation</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>SOCW 9000 - Dissertation*</td>
<td>5 cr. per term for a minimum of 3 terms; taken continuously until completion</td>
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<tr>
<td></td>
<td>Optional: Complete a PhD dissertation intensive (DRWI 8500) during your dissertation. Contact Student Success Advising to register.</td>
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*Students take this course for a minimum of three quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval. In general, students are continuously registered in the dissertation course until they complete their dissertation, and it is approved. This usually takes longer than the minimum required terms in the dissertation course shell.
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8-Year Maximum Time Frame

Students have up to 8 years to complete their doctoral degree requirements (see Enrollment Requirements). Students may petition to extend the 8-year maximum time frame, but an extension is not guaranteed.

School of Counseling

Master's Degree Programs

**MS Dual Degree in Clinical Mental Health Counseling and School Counseling**

Mental health professionals are already committed to improving the mental and emotional health of others. This program allows students to gain the confidence, qualifications, and critical thinking skills needed to help clients cope with daily life and overcome their greatest challenges. Students can also strengthen their focus on helping clients develop their strengths and find their own solutions to issues.

Learning Outcomes

The following Learning Outcomes are common to all MS in counseling programs. The competent and confident counseling professional will:

- Analyze the different roles and settings of a counselor.
- Apply sound ethical and legal practices in the work of a counselor.
- Analyze cultural development theories and models.
- Examine empirically based theories of human development.
- Evaluate approaches of career development appropriate to diverse needs and life experiences.
- Examine appropriate evidence-based counseling practices for prevention and intervention.
- Apply essential counseling skills across multiple settings.
- Select group facilitation strategies that are culturally and ethically relevant.
Analyze assessment procedures to support planning for appropriate counseling interventions.
Evaluate research methods commonly used in the counseling profession.

Additional Program-Specific Learning Outcomes

**MS in Clinical Mental Health Counseling**

Evaluate effective treatment strategies for addressing the needs of mental health clients.
Choose appropriate diagnostic intervention processes to meet a broad range of mental health issues.
Assess the impact of biological/neurological mechanisms on mental health.
Develop strategies for interfacing with outside stakeholders (i.e., the legal system and behavioral health professionals).

**MS in School Counseling**

Examine the factors that put K–12 students at risk for mental health and behavioral disorders.
Choose strategies for assisting K–12 students in reaching personal, academic, and social growth.
Assess data to inform decision making within the school setting.
Critically examine the connections between social, familial, emotional, and behavior problems and academic achievement.

**Specializations**

- General Program
- Addiction Counseling
- Forensic Counseling
- Marriage, Couple, and Family Counseling
- Military Families and Culture
- Trauma and Crisis Counseling

**Degree Requirements**

111 total quarter credits for General Program (121 cr. with optional 10-credit specialization)
Foundation course (1 cr.)
Core courses (95 cr.)
Field experience (15–25 cr.; Practicum: 100 hours CMHC; Internship: 600 hours CMHC and 600 hours School Counseling)
Optional specialization courses (10 cr.)
Professional Development Plan, licensure plan
2 Pre-Practicum Labs (6 weeks online with 4 days of face-to-face experience)
Group Lab (9 weeks online with 14 hours of live synchronous group)

Curriculum

Foundation Course (1 cr.)

COUN 6101 - Foundations for Graduate Study in Counseling

Core Courses (95 cr.)

COUN 6100 - Introduction to Mental Health Counseling
COUN 6111 - Introduction to School Counseling
COUN 6215 - Lifespan Development
COUN 6250 - Group Process and Dynamics
COUN 6306 - Ethics and Legal Issues in Counseling
COUN 6311 - Leadership, Advocacy, and Consultation in the Schools
COUN 6316 - Techniques in Counseling
COUN 6317 - Child and Adolescent Counseling
COUN 6336 - Crisis, Trauma, and Disaster Response
COUN 6360 - Assessment in Counseling and Education
COUN 6626 - Research Methodology and Program Evaluation
COUN 6720 - Diagnosis and Assessment
COUN 6722 - Theories of Counseling
COUN 6723 - Multicultural Counseling
COUN 6726 - Couples and Family Counseling
COUN 6730 - Counseling Addictive Disorders
COUN 6743 - Psychopharmacology
COUN 6753 - Career Counseling
COUN 6785 - Social Change in Action: Prevention, Consultation, and Advocacy

Specialization Courses (10 cr.)

These courses are dependent upon the particular specialization. Please see the course list on each specialization page.

Pre-Practicum Labs

Each pre-practicum includes online course content integrated with a 4-day, face-to-face residential requirement.

3 weeks online
4 days face-to-face (see the Pre-Practicum Calendar)
2 weeks online
CPLB 601L - Pre-Practicum 1
CPLB 602L - Pre-Practicum 2

Field Experience (15–25 cr.)

COUN 6771 - Counseling Practicum
COUN 6500 - School Counseling Internship I
COUN 6501 - School Counseling Internship II
COUN 6782D - Counseling Internship I
COUN 6782E - Counseling Internship II

Course Sequence

Students undertake courses in the following sequence.

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>COUN 6101 - Foundations for Graduate Study in Counseling</td>
<td>1 cr.</td>
</tr>
<tr>
<td></td>
<td>COUN 6100 - Introduction to Mental Health Counseling</td>
<td>5 cr.</td>
</tr>
<tr>
<td>2</td>
<td>COUN 6111 - Introduction to School Counseling</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>COUN 6722 - Theories of Counseling</td>
<td>5 cr.</td>
</tr>
<tr>
<td>3</td>
<td>COUN 6316 - Techniques in Counseling</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>COUN 6306 - Ethics and Legal Issues in Counseling</td>
<td>0 cr.</td>
</tr>
<tr>
<td>4</td>
<td>COUN 6723 - Multicultural Counseling</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>COUN 6311 - Leadership, Advocacy, and Consultation in the Schools</td>
<td>5 cr.</td>
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<tr>
<td></td>
<td>Eligible to take Pre-Practicum 1 - CPLB 601L (Must be completed before COUN 6250)</td>
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<tr>
<td>5</td>
<td>COUN 6360 - Assessment in Counseling and Education</td>
<td>5 cr.</td>
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<td></td>
<td>CPLB 601L - Pre-Practicum 1</td>
<td>5 cr.</td>
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<tr>
<td>6</td>
<td>COUN 6215 - Lifespan Development</td>
<td>5 cr.</td>
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<tr>
<td>Quarter</td>
<td>Course</td>
<td>Credits</td>
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<td>7</td>
<td>COUN 6720 - Diagnosis and Assessment ◆</td>
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<td></td>
<td>Must complete Pre-Practicum 1 before moving forward</td>
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<tr>
<td>8</td>
<td>COUN 6250 - Group Process and Dynamics ◆</td>
<td>5 cr.</td>
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<td></td>
<td>GRPL 6100 - Group Lab</td>
<td>0 cr.</td>
</tr>
<tr>
<td>8</td>
<td>CPLB 602L - Pre-Practicum 2</td>
<td>0 cr.</td>
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<tr>
<td></td>
<td>COUN 6626 - Research Methodology and Program Evaluation ◆</td>
<td>5 cr.</td>
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<tr>
<td>9</td>
<td>COUN 6726 - Couples and Family Counseling ◆</td>
<td>5 cr.</td>
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<tr>
<td></td>
<td>COUN 6317 - Child and Adolescent Counseling ◆</td>
<td>5 cr.</td>
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<tr>
<td>10</td>
<td>COUN 6753 - Career Counseling ◆</td>
<td>5 cr.</td>
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<tr>
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<td>COUN 6785 - Social Change in Action: Prevention, Consultation, and Advocacy ◆</td>
<td>5 cr.</td>
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<tr>
<td>11</td>
<td>COUN 6730 - Counseling Addictive Disorders ◆</td>
<td>5 cr.</td>
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<tr>
<td></td>
<td>Must complete Pre-Practicum 2 before moving forward</td>
<td></td>
</tr>
<tr>
<td></td>
<td>COUN 6743 - Psychopharmacology ◆</td>
<td>5 cr.</td>
</tr>
<tr>
<td>12</td>
<td>COUN 6336 - Crisis, Trauma, and Disaster Response ◆</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>COUN 6771 - Counseling Practicum</td>
<td>3–5 cr.</td>
</tr>
<tr>
<td>13</td>
<td>COUN 6782D - Counseling Internship I</td>
<td>3–5 cr.</td>
</tr>
<tr>
<td>14</td>
<td>COUN 6782E - Counseling Internship II</td>
<td>3–5 cr.</td>
</tr>
<tr>
<td>15</td>
<td>COUN 6500 - School Counseling Internship I</td>
<td>3 cr.</td>
</tr>
<tr>
<td>16</td>
<td>COUN 6501 - School Counseling Internship II</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>Optional specialization courses may be taken in quarters along with internships (Quarters 13, 14, 15 and 16).</td>
<td>10 cr.</td>
</tr>
</tbody>
</table>
Accreditation

Walden University’s MS in Clinical Mental Health Counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) as a mental health counseling program under the 2016 standards. CACREP is a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA) and a requirement for licensure in many states.

Walden University’s MS in School Counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) as a mental health counseling program under the 2016 standards. CACREP is a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA) and a requirement for licensure in many states.

Notes on Licensure

MS in Clinical Mental Health Counseling

The Walden University Master of Science in Clinical Mental Health Counseling (CMHC) program is designed to prepare graduates to practice as a licensed professional counselor (LPC) or licensed mental health counselor (LMHC) in many states. However, the requirements for licensure as a LPC or LMHC varies greatly from state to state. Each state board that is responsible for regulating the practice of professional or mental health counseling has its own academic requirements and issues its own license to practice as a LPC or LMHC in that state.

Walden CMHC graduates may apply for licensure as a professional counselor, such as the LPC or LMHC, in most states. However, each state issues its own credential for an individual to be permitted to practice as a licensed professional or mental health counselor in that state. While Walden enrollment specialists can provide general information relating to the state-by-state educational requirements for mental health or professional counseling licensure or certification, it remains the student’s responsibility to understand, evaluate, and comply with all requirements relating to field education experiences, licensing or certification, authorization, or endorsement for the state in which she or he resides. Walden makes no representations or guarantee that completion of its coursework or programs will permit an individual to obtain state licensure, certification, authorization, endorsement, or other state credential. Licensure eligibility determinations are ultimately determined by the appropriate state board that issues the credential to practice.

Prospective students enrolling in licensure-leading programs are advised that relocation to another state may impact the student’s ability to complete field experiences and/or to obtain professional licensure, certification, or other credential in another state. Prospective students are advised to carefully review, evaluate, and understand the requirements of the applicable licensure board in the state in which they intend to relocate.

MS in School Counseling

The Walden University Master of Science (MS) in School Counseling program is designed to prepare graduates to practice as a licensed school counselor in many states. However, the requirements for licensure as a school counselor vary greatly from state to state. Each state board that is responsible for regulating the practice of school counseling has its own academic requirements and issues its own license to practice as a school counselor in that state.

The Walden MS in School Counseling program is accredited by the Council on Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council.
for Higher Education Accreditation (CHEA), which may also be a requirement to become a licensed or certified school counselor in some states.

Walden MS in School Counseling graduates may apply for licensure as a school counselor in most states, as the MS in School Counseling program is approved in both Minnesota and Ohio. Graduates in some states will be eligible for licensure based on completion of a state-approved program, where they can apply directly to their state educator board ("direct apply"). Other states have a separate application and process for someone completing an out-of-state approved preparation program ("license-in-hand pathway"), where in order for a graduate to be eligible for licensure or certification, he or she must first obtain a license in an approved state (Minnesota or Ohio) prior to applying for licensure in his or her state of residence.

Prospective students must research their state licensure requirements to determine (1) if they are required to complete a state-approved licensure program to be eligible to apply directly to their state board, (2) if they need to obtain a license from the state where the program has been approved (Minnesota or Ohio) prior to applying in the state they reside, and (3) any additional requirements the student will need to complete prior to their state granting the license. Students residing in Minnesota and Ohio are eligible to apply directly to their state board, as Walden’s MS in School Counseling is approved by both state boards. Additionally, some states require school counselors to hold an existing teaching license or certificate, and/or obtain teaching experience, in order to be eligible for a school counseling certificate or license.

Each state issues its own credential for an individual to be permitted to practice as a licensed school counselor in that state. While Walden enrollment specialists can provide general information relating to the state-by-state educational requirements for school counseling licensure or certification, it remains the student’s responsibility to understand, evaluate, and comply with all requirements relating to field education experiences, licensing or certification, authorization, or endorsement for the state in which she or he resides. Walden makes no representations or guarantee that completion of its coursework or programs will permit an individual to obtain state licensure, certification, authorization, endorsement, or other state credential. Licensure eligibility determinations are ultimately determined by the appropriate state board that issues the credential to practice.

Prospective students enrolling in licensure-leading programs are advised that relocation to another state may impact the student’s ability to complete field experiences and/or to obtain professional licensure, certification, or other credential in another state. Prospective students are advised to carefully review, evaluate, and understand the requirements of the applicable licensure board in the state in which they intend to relocate.

**MS in Clinical Mental Health Counseling**

The MS in Clinical Mental Health Counseling program prepares students to identify and address the need for culturally and contextually relevant counseling and social change for individuals, communities, and society.

**Learning Outcomes**

The following Learning Outcomes are common to all MS in counseling programs. The competent and confident counseling professional will:

- Analyze the different roles and settings of a counselor.
- Apply sound ethical and legal practices in the work of a counselor.
- Analyze cultural development theories and models.
- Examine empirically based theories of human development.
Evaluate approaches of career development appropriate to diverse needs and life experiences.
Examine appropriate evidence-based counseling practices for prevention and intervention.
Apply essential counseling skills across multiple settings.
Select group facilitation strategies that are culturally and ethically relevant.
Analyze assessment procedures to support planning for appropriate counseling interventions.
Evaluate research methods commonly used in the counseling profession.

Graduates of the MS in Clinical Mental Health Counseling program will also be able to:

Evaluate effective treatment strategies for addressing the needs of mental health clients.
Choose appropriate diagnostic intervention processes to meet a broad range of mental health issues.
Assess the impact of biological/neurological mechanisms on mental health.
Develop strategies for interfacing with outside stakeholders (i.e., the legal system and behavioral health professionals).

Specializations (Optional)

General Program
Addiction Counseling
Career Counseling
Forensic Counseling
Marriage, Couple, and Family Counseling
Military Families and Culture
State Education - MS in Clinical Mental Health Counseling (only for students with specific state requirements)
Trauma and Crisis Counseling

Degree Requirements

90 total quarter credits for General Program
Foundation course (1 cr.)
Core courses (80 cr.)
Field experience: (9 cr.: 100-hour practicum; 600-hour internship)
Optional specialization courses (10 cr.)
Optional State Education Specialization (only for students with specific state requirements)
Professional Development Plan, licensure plan
2 Pre-Practicum Labs (6 weeks online with 4 days of face-to-face or virtual synchronous sessions)
Group Lab (9 weeks online with 14 hours of live synchronous group)

Core Curriculum (General Program)

The MS in Clinical Mental Health Counseling consists of core coursework; two 4-day pre-practica, which include a 4-day face-to-face or virtual synchronous experience; a practicum; an internship; and the completion of a capstone. Core courses must be taken in the order presented. Additional courses may be taken at the end of the program of study to provide breadth and depth of learning.

Foundation Course (1 cr.)

COUN 6101 - Foundations for Graduate Study in Counseling

Core Courses (80 cr.)

COUN 6100 - Introduction to Mental Health Counseling
COUN 6316 - Techniques in Counseling
COUN 6722 - Theories of Counseling
COUN 6306 - Ethics and Legal Issues in Counseling
COUN 6723 - Multicultural Counseling
COUN 6360 - Assessment in Counseling and Education
COUN 6215 - Lifespan Development
COUN 6720 - Diagnosis and Assessment
COUN 6250 - Group Process and Dynamics
COUN 6626 - Research Methodology and Program Evaluation
COUN 6726 - Couples and Family Counseling
COUN 6753 - Career Counseling
COUN 6785 - Social Change in Action: Prevention, Consultation, and Advocacy
COUN 6730 - Counseling Addictive Disorders
COUN 6743 - Psychopharmacology
COUN 6336 - Crisis, Trauma, and Disaster Response

Pre-Practicum Labs

Each pre-practicum includes online course content integrated with a 4-day, face-to-face or virtual synchronous residential requirement.

3 weeks online
4 days face-to-face or virtual synchronous sessions (see the Pre-Practicum Calendar)
2 weeks online
CPLB 601L - Pre-Practicum 1
**CPLB 602L - Pre-Practicum 2**

**Field Experience (9 cr.)**

COUN 6671 - Counseling Practicum  
COUN 6682A - Counseling Internship I  
COUN 6682B - Counseling Internship II

**Course Sequence**

Students undertake courses in the following sequence.

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>COUN 6101 - Foundations for Graduate Study in Counseling</td>
<td>1 cr.</td>
</tr>
<tr>
<td></td>
<td>COUN 6100 - Introduction to Mental Health Counseling</td>
<td>5 cr.</td>
</tr>
<tr>
<td>2</td>
<td>COUN 6722 - Theories of Counseling</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>COUN 6316 - Techniques in Counseling</td>
<td>5 cr.</td>
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<tr>
<td></td>
<td><strong>Eligible to take Pre-Practicum 1 - CPLB 601L (must be completed before COUN 6720)</strong></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>COUN 6306 - Ethics and Legal Issues in Counseling</td>
<td>5 cr.</td>
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<tr>
<td></td>
<td>COUN 6723 - Multicultural Counseling</td>
<td>5 cr.</td>
</tr>
<tr>
<td>4</td>
<td>COUN 6360 - Assessment in Counseling and Education</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>COUN 6215 - Lifespan Development</td>
<td>5 cr.</td>
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<tr>
<td></td>
<td><strong>Must complete Pre-Practicum 1 before moving forward</strong></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>COUN 6720 - Diagnosis and Assessment</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>COUN 6250 - Group Process and Dynamics</td>
<td>5 cr.</td>
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<td></td>
<td>GRPL 6100 - Group Lab</td>
<td>0 cr.</td>
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<td></td>
<td><strong>Eligible to take Pre-Practicum 2 - CPLB 602L (must be completed before COUN 6730)</strong></td>
<td></td>
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<tr>
<td>Quarter</td>
<td>Course</td>
<td>Credits</td>
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<tr>
<td>6</td>
<td>COUN 6626 - Research Methodology and Program Evaluation</td>
<td>5 cr.</td>
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<tr>
<td></td>
<td>COUN 6726 - Couples and Family Counseling</td>
<td>5 cr.</td>
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<tr>
<td>7</td>
<td>COUN 6753 - Career Counseling</td>
<td>5 cr.</td>
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<tr>
<td></td>
<td>COUN 6785 - Social Change in Action: Prevention, Consultation, and Advocacy</td>
<td>5 cr.</td>
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<tr>
<td></td>
<td>Must complete Pre-Practicum 2 before moving forward</td>
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<tr>
<td>8</td>
<td>COUN 6730 - Counseling Addictive Disorders</td>
<td>5 cr.</td>
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<tr>
<td></td>
<td>COUN 6743 - Psychopharmacology</td>
<td>5 cr.</td>
</tr>
<tr>
<td>9</td>
<td>COUN 6336 - Crisis, Trauma, and Disaster Response</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>COUN 6671 - Counseling Practicum</td>
<td>3–5 cr.</td>
</tr>
<tr>
<td>10</td>
<td>COUN 6682A - Counseling Internship I</td>
<td>3–5 cr.</td>
</tr>
<tr>
<td>11</td>
<td>COUN 6682B - Counseling Internship II</td>
<td>3–5 cr.</td>
</tr>
<tr>
<td></td>
<td>Optional specialization courses may be taken in Quarters 10 and 11</td>
<td>10 cr.</td>
</tr>
</tbody>
</table>

**Accreditation**

Walden University’s MS in Clinical Mental Health Counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) as a mental health counseling program under the 2016 standards. CACREP is a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA) and a requirement for licensure in many states.

**Note on Licensure**

*The Walden University Master of Science in Clinical Mental Health Counseling (CMHC) program is designed to prepare graduates to practice as a licensed professional counselor (LPC) or licensed mental health counselor (LMHC) in many states. However, the requirements for licensure as a LPC or LMHC vary greatly from state to state. Each state board that is responsible for regulating the practice of professional or mental health counseling has its own academic requirements and issues its own license to practice as a LPC or LMHC in that state.*
Walden CMHC graduates may apply for licensure as a professional counselor, such as the LPC or LMHC, in most states. However, each state issues its own credential for an individual to be permitted to practice as a licensed professional or mental health counselor in that state. While Walden enrollment specialists can provide general information relating to the state-by-state educational requirements for mental health or professional counseling licensure or certification, it remains the student’s responsibility to understand, evaluate, and comply with all requirements relating to field education experiences, licensing or certification, authorization, or endorsement for the state in which she or he resides. Walden makes no representations or guarantee that completion of its coursework or programs will permit an individual to obtain state licensure, certification, authorization, endorsement, or other state credential. Licensure eligibility determinations are ultimately determined by the appropriate state board that issues the credential to practice.

Prospective students enrolling in licensure-leading programs are advised that relocation to another state may impact the student’s ability to complete field experiences and/or to obtain professional licensure, certification, or other credential in another state. Prospective students are advised to carefully review, evaluate, and understand the requirements of the applicable licensure board in the state in which they intend to relocate.

**MS in Marriage, Couple, and Family Counseling**

This program is no longer accepting new students. Current students must complete their programs of study in accordance with Walden’s Time-to-Degree Completion policies.

The MS in Marriage, Couple, and Family Counseling program at Walden University is designed to provide students with all the educational competencies and skill development as entry-level professional counselors who specialize in preventing and remediating conflicts or crises in and fostering the development of individuals, marriages, couples, and families and to provide students with the advantage of quality distance education and training. With an emphasis on systems theory and evidence-based practice, the program trains individuals to work in a culturally and contextually appropriate way in a variety of settings, including community agencies, county and state agencies, hospitals, and private practice, and to provide consultation to businesses and agencies.

**Learning Outcomes**

The following Learning Outcomes are common to all MS in counseling programs. The competent and confident counseling professional will:

- Analyze the different roles and settings of a counselor.
- Apply sound ethical and legal practices in the work of a counselor.
- Analyze cultural development theories and models.
- Examine empirically based theories of human development.
- Evaluate approaches of career development appropriate to diverse needs and life experiences.
- Examine appropriate evidence-based counseling practices for prevention and intervention.
- Apply essential counseling skills across multiple settings.
Select group facilitation strategies that are culturally and ethically relevant.
Analyze assessment procedures to support planning for appropriate counseling interventions.
Evaluate research methods commonly used in the counseling profession.
Graduates of the MS in Marriage, Couple, and Family Counseling program will also be able to:

Evaluate therapeutic models appropriate to marriage, couple, and family counseling.
Develop systems-based treatment strategies for addressing the needs of couples and families.
Evaluate the impact of complex life-based factors (e.g., crisis and trauma, addiction, interpersonal violence, employment) on marriages, couples, and families.
Identify prevention-based strategies that foster family wellness.

Specializations

General Program (below)
Addiction Counseling
Career Counseling
Forensic Counseling
Military Families and Culture
State Education - MS in Marriage, Couple, and Family Counseling (only for students with specific state requirements)
Trauma and Crisis Counseling

Degree Requirements

90 total credits for General Program
Foundation Course (1 cr.)
Core courses (80 cr.)
Field experience (9 cr.: 100-hour practicum; 600-hour internship)
Optional specialization courses (10 cr.)
Optional State Education Specialization (only for students with specific state requirements)
Professional Development Plan, licensure plan
2 Pre-Practicum Labs (6 weeks online with 4 days face-to-face or virtual synchronous sessions)

Curriculum
The MS in Marriage, Couple, and Family Counseling consists of core coursework; two pre-practicum, which include a 4-day face-to-face or virtual synchronous experience; a practicum; and an internship. Core courses must be taken in the order presented. Additional courses may be taken at the end of the program of study to provide breadth and depth of learning.

Foundation Course (1 cr.)

COUN 6101 - Foundations for Graduate Study in Counseling

Core Courses (80 cr.)

COUN 6201 - Introduction to Marriage, Couple, and Family Counseling
COUN 6722 - Theories of Counseling
COUN 6316 - Techniques in Counseling
COUN 6306 - Ethics and Legal Issues in Counseling
COUN 6356 - Advanced Theory and Application in Marriage, Couples, and Family Counseling
COUN 6215 - Lifespan Development
COUN 6723 - Multicultural Counseling
COUN 6336 - Crisis, Trauma, and Disaster Response
COUN 6250 - Group Process and Dynamics
COUN 6346 - Child and Adolescent Counseling
COUN 6626 - Research Methodology and Program Evaluation
COUN 6753 - Career Counseling
COUN 6730 - Counseling Addictive Disorders
COUN 6360 - Assessment in Counseling and Education
COUN 6361 - Human Sexuality
COUN 6785 - Social Change in Action: Prevention, Consultation, and Advocacy

Specialization Courses (10 cr.)

These courses are dependent upon the particular specialization. Please see the course list on each specialization page.

Field Experience (9 cr.)

COUN 6671 - Counseling Practicum
COUN 6682A - Counseling Internship I
COUN 6682B - Counseling Internship II

Pre-Practicum Labs

Each pre-practicum includes online course content integrated with a 4-day, face-to-face or virtual synchronous residential requirement.
3 weeks online
4 days face-to-face or virtual synchronous sessions (see the Pre-Practicum Calendar)
2 weeks online
FPLB 631L - Pre-Practicum 1
FPLB 632L - Pre-Practicum 2

Course Sequence

Students undertake courses in the following sequence.

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>COUN 6101 - Foundations for Graduate Study in Counseling</td>
<td>1 cr.</td>
</tr>
<tr>
<td></td>
<td>COUN 6201 - Introduction to Marriage, Couple, and Family Counseling</td>
<td>5 cr.</td>
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<tr>
<td>2</td>
<td>COUN 6722 - Theories of Counseling</td>
<td>5 cr.</td>
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<tr>
<td></td>
<td>COUN 6316 - Techniques in Counseling</td>
<td>5 cr.</td>
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<tr>
<td></td>
<td>Eligible to take Pre-Practicum 1 - FPLB 631L (must be completed before</td>
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<tr>
<td></td>
<td>COUN 6336)</td>
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<tr>
<td>3</td>
<td>COUN 6306 - Ethics and Legal Issues in Counseling</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>COUN 6356 - Advanced Theory and Application in Marriage, Couple, and</td>
<td>5 cr.</td>
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<td></td>
<td>Family Counseling</td>
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<tr>
<td>4</td>
<td>COUN 6215 - Lifespan Development</td>
<td>5 cr.</td>
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<tr>
<td></td>
<td>COUN 6723 - Multicultural Counseling</td>
<td>5 cr.</td>
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<tr>
<td></td>
<td>Must complete Pre-Practicum 1 before moving forward</td>
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</tr>
<tr>
<td>5</td>
<td>COUN 6336 - Crisis, Trauma, and Disaster Response</td>
<td>5 cr.</td>
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<td></td>
<td>COUN 6250 - Group Process and Dynamics</td>
<td>5 cr.</td>
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<tr>
<td></td>
<td>Eligible to take Pre-Practicum 2 - FPLB 632L (must be completed before</td>
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<td>COUN 6785)</td>
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<tr>
<td>6</td>
<td>COUN 6346 - Child and Adolescent Counseling</td>
<td>5 cr.</td>
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<tr>
<td>Quarter</td>
<td>Course</td>
<td>Credits</td>
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<tr>
<td>7</td>
<td>COUN 6626 - Research Methodology and Program Evaluation</td>
<td>5 cr.</td>
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<tr>
<td></td>
<td>COUN 6753 - Career Counseling</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>COUN 6730 - Counseling Addictive Disorders</td>
<td>5 cr.</td>
</tr>
<tr>
<td>8</td>
<td>COUN 6360 - Assessment in Counseling and Education</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>COUN 6361 - Human Sexuality</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>Must complete Pre-Practicum 2 before moving forward</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>COUN 6785 - Social Change in Action: Prevention, Consultation, and Advocacy</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>COUN 6671 - Counseling Practicum</td>
<td>3–5 cr.</td>
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<tr>
<td>10</td>
<td>COUN 6682A - Counseling Internship I</td>
<td>3–5 cr.</td>
</tr>
<tr>
<td></td>
<td>Specialization Course 1</td>
<td>5 cr.</td>
</tr>
<tr>
<td>11</td>
<td>COUN 6682B - Counseling Internship II</td>
<td>3–5 cr.</td>
</tr>
<tr>
<td></td>
<td>Specialization Course 2</td>
<td>5 cr.</td>
</tr>
</tbody>
</table>

**Accreditation**

Walden University’s MS in Marriage, Couple, and Family Counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA). CACREP accreditation is a requirement for licensure in many states.

**Note on Licensure**

The Walden University Master of Science in Marriage, Couple, and Family Counseling (MCFC) program is designed to prepare graduates to practice as a licensed professional counselor (LPC) or licensed mental health counselor (LMHC) in many states. However, each state board responsible for the regulation of mental health counseling has its own requirements for licensure including appropriate accreditation of academic programs.
Walden MCFC graduates may apply for licensure as a professional counselor, such as the LPC or LMHC, in many states. However, each state issues its own credential for an individual to be permitted to practice as a licensed professional counselor or mental health counselor in that state. While Walden enrollment specialists can provide general information relating to the state-by-state educational requirements for mental health or professional counseling licensure or certification, it remains the student’s responsibility to understand, evaluate, and comply with all requirements relating to field education experiences, licensing or certification, authorization, or endorsement for the state in which she or he resides. Walden makes no representations or guarantee that completion of its coursework or programs will permit an individual to obtain state licensure, certification, authorization, endorsement, or other state credential. Licensure eligibility determinations are ultimately determined by the appropriate state board that issues the credential to practice.

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**MS in School Counseling**

The MS in School Counseling degree is designed to prepare students to serve as certified or licensed school counselors in pre-kindergarten through high school (PreK–12) school settings. The MS in School Counseling program will include curricular experiences, residency experiences, and fieldwork experiences all designed to best prepare students to serve as professional school counselors in the field. Walden graduates will be prepared to support PreK–12 students in diverse school settings to be emotionally, socially, and academically successful.

**Learning Outcomes**

The following Learning Outcomes are common to all MS in counseling programs. The competent and confident counseling profession will:

- Analyze the different roles and settings of a counselor.
- Apply sound ethical and legal practices in the work of a counselor.
- Analyze cultural development theories and models.
- Examine empirically based theories of human development.
- Evaluate approaches of career development appropriate to diverse needs and life experiences.
- Examine appropriate evidence-based counseling practices for prevention and intervention.
- Apply essential counseling skills across multiple settings.
- Select group facilitation strategies that are culturally and ethically relevant.
- Analyze assessment procedures to support planning for appropriate counseling interventions.
- Evaluate research methods commonly used in the counseling profession.

Graduates of the MS in School Counseling program will also be able to:
Examine the factors that put K–12 students at risk for mental health and behavioral disorders.
Choose strategies for assisting K–12 students in reaching personal, academic, and social growth.
Assess data to inform decision making within the school setting.
Critically examine the connections between social, familial, emotional, and behavior problems and academic achievement.

Specializations

General Program (below)
Addiction Counseling
Career Counseling
Crisis and Trauma
Marriage, Couple, and Family Counseling
Military Families and Culture
State Education - MS in School Counseling (only for students with specific state requirements)

Degree Requirements

75 total quarter credits for general program (85 cr. with optional 10-credit specialization)
Core Courses (66 cr.)
Field experience (9 cr.: 100-hour practicum; 600-hour internship)
Optional Specialization (10 cr.)
Optional State Education Specialization (only for students with specific state requirements)
Optional Accelerated track allows completion in 21 months (three courses per quarter)
2 Pre-Practicum Labs (6 weeks online with 4 days face-to-face or virtual synchronous sessions)
Group Lab (9 weeks online with 14 hours of live synchronous group)

Curriculum

Foundation Course (1 cr.)

COUN 6110 - Foundations of Graduate Study in School Counseling

Core Courses (65 cr.)
COUN 6111 - Introduction to School Counseling
COUN 6210 - Ethics and Legal Issues in School Counseling
COUN 6214 - Lifespan Development
COUN 6301 - Theories of Counseling
COUN 6302 - Counseling Techniques in the Schools
COUN 6311 - Leadership, Advocacy, and Consultation in the Schools
COUN 6312 - Multicultural Counseling
COUN 6317 - Child and Adolescent Counseling
COUN 6320 - Group Counseling and Guidance in the Schools
COUN 6322 - Crisis, Trauma, and Disaster Response
COUN 6324 - Assessment in Counseling and Education
COUN 6328 - Research and School Counseling Program Evaluation
COUN 6354 - Academic and Career Counseling

Specialization Courses (10 cr.)

These courses are dependent upon the particular specialization. Please see the course list on each specialization page.

Pre-Practicum Labs

Each pre-practicum includes online course content integrated with a 4-day, face-to-face or virtual synchronous residential requirement.

3 weeks online
4 days face-to-face or virtual synchronous sessions (see the Pre-Practicum Calendar)
2 weeks online
SPLB 671L - Pre-Practicum 1
SPLB 672L - Pre-Practicum 2

Field Experience (9 cr.)

COUN 6401 - School Counseling Practicum
COUN 6500 - School Counseling Internship I
COUN 6501 - School Counseling Internship II

General Program Option

General—This is the traditional track in which students either complete one or two courses per quarter.
Accelerated—This is the track where students can complete three courses per quarter.

Course Sequence
Students undertake courses in the following sequence.

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>COUN 6110 - Foundations of Graduate Study in School Counseling</td>
<td>1 cr.</td>
</tr>
<tr>
<td></td>
<td>COUN 6111 - Introduction to School Counseling</td>
<td>5 cr.</td>
</tr>
<tr>
<td>2</td>
<td>COUN 6301 - Theories of Counseling</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>COUN 6302 - Counseling Techniques in the Schools</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>Eligible to take Pre-Practicum 1 - SPLB 671L (must be completed before</td>
<td></td>
</tr>
<tr>
<td></td>
<td>COUN 6317)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>COUN 6210 - Ethics and Legal Issues in School Counseling</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>COUN 6311 - Leadership, Advocacy, and Consultation in the Schools</td>
<td>5 cr.</td>
</tr>
<tr>
<td>4</td>
<td>COUN 6214 - Lifespan Development</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>COUN 6312 - Multicultural Counseling</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>Must take Pre-Practicum 1 before moving forward</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>COUN 6317 - Child and Adolescent Counseling</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>COUN 6320 - Group Counseling and Guidance in the Schools</td>
<td>5 cr.</td>
</tr>
<tr>
<td>6</td>
<td>GRPL 6100 - Group Lab</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>COUN 6322 - Crisis, Trauma, and Disaster Response</td>
<td>0 cr.</td>
</tr>
<tr>
<td></td>
<td>COUN 6324 - Assessment in Counseling and Education</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>Eligible to take Pre-Practicum 2 - SPLB 672L (must be completed before</td>
<td></td>
</tr>
<tr>
<td></td>
<td>COUN 6401)</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>COUN 6354 - Academic and Career Counseling</td>
<td>5 cr.</td>
</tr>
<tr>
<td>Quarter</td>
<td>Course</td>
<td>Credits</td>
</tr>
<tr>
<td>---------</td>
<td>------------------------------------------------------------------------</td>
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</tr>
<tr>
<td></td>
<td>COUN 6328 - Research and School Counseling Program Evaluation</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>Must take Pre-Practicum 2 before moving forward</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>COUN 6401 - School Counseling Practicum</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>Optional Specialization Course 1</td>
<td>5 cr.</td>
</tr>
<tr>
<td>9</td>
<td>COUN 6500 - School Counseling Internship I</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>Optional Specialization Course 2</td>
<td>5 cr.</td>
</tr>
<tr>
<td>10</td>
<td>COUN 6501 - School Counseling Internship II</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

**Accreditation**

Walden University’s MS in School Counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) as a mental health counseling program under the 2016 standards. CACREP is a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA) and a requirement for licensure in many states.

**Note on Licensure**

The Walden University Master of Science (MS) in School Counseling program is designed to prepare graduates to practice as a licensed school counselor in many states. However, the requirements for licensure as a school counselor vary greatly from state to state. Each state board that is responsible for regulating the practice of school counseling has its own academic requirements and issues its own license to practice as a school counselor in that state.

The Walden MS in School Counseling program is accredited by the Council on Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), which may also be a requirement to become a licensed or certified school counselor in some states.

Walden MS in School Counseling graduates may apply for licensure as a school counselor in most states, as the MS in School Counseling program is approved in both Minnesota and Ohio. Graduates in some states will be eligible for licensure based on completion of a state-approved program, where they can apply directly to their state educator board (“direct apply”). Other states have a separate application and process for someone completing an out-of-state approved preparation program (“license-in-hand pathway”), where in order for a graduate to be eligible for licensure or certification, he or she must first obtain a license in an approved state (Minnesota or Ohio) prior to applying for licensure in his or her state of residence.
Prospective students must research their state licensure requirements to determine (1) if they are required to complete a state-approved licensure program to be eligible to apply directly to their state board, (2) if they need to obtain a license from the state where the program has been approved (Minnesota or Ohio) prior to applying in the state they reside, and (3) any additional requirements the student will need to complete prior to their state granting the license. Students residing in Minnesota and Ohio are eligible to apply directly to their state board, as Walden’s MS in School Counseling is approved by both state boards. Additionally, some states require school counselors to hold an existing teaching license or certificate, and/or obtain teaching experience, in order to be eligible for a school counseling certificate or license.

Each state issues its own credential for an individual to be permitted to practice as a licensed school counselor in that state. While Walden enrollment specialists can provide general information relating to the state-by-state educational requirements for school counseling licensure or certification, it remains the student’s responsibility to understand, evaluate, and comply with all requirements relating to field education experiences, licensing or certification, authorization, or endorsement for the state in which she or he resides. Walden makes no representations or guarantee that completion of its coursework or programs will permit an individual to obtain state licensure, certification, authorization, endorsement, or other state credential. Licensure eligibility determinations are ultimately determined by the appropriate state board that issues the credential to practice.

Prospective students enrolling in licensure-leading programs are advised that relocation to another state may impact the student’s ability to complete field experiences and/or to obtain professional licensure, certification, or other credential in another state. Prospective students are advised to carefully review, evaluate, and understand the requirements of the applicable licensure board in the state in which they intend to relocate.

Doctoral Degree Programs

PhD in Counselor Education and Supervision

The doctoral program in Counselor Education and Supervision is designed to evaluate the theory and practice of counseling through quantitative and qualitative research and to prepare educators and leaders in the profession of counseling.

Learning Outcomes

Graduates of the PhD in Counselor Education and Supervision program will be able to:

- Respond appropriately to legal and ethical issues across multiple counselor educator roles.
- Appropriately address multicultural issues across multiple counselor educator roles.
- Apply advanced skills for practice as a counseling professional.
- Create a pedagogical identity reflective of effective teaching practices in counselor education.
- Develop contextually appropriate responses to supervisory situations using evidence based models.
- Critically examine the gatekeeping functions required of counselor educators.
- Critique effective practices of research and scholarship.
- Recommend research designs appropriate to the problem being studied.
- Develop effective leadership skills that promote advocacy.
Specializations

Changing specializations may increase a student's expected time-to-degree completion and cost.

- General Program (see below)
- Addiction Counseling
- Advanced Research Methods
- Clinical Mental Health Counseling
- Consultation
- Counseling and Social Change
- Forensic Mental Health Counseling
- Leadership and Program Evaluation
- Marriage Couple and Family Counseling
- School Counseling
- Trauma and Crisis

Minimum Degree Requirements

- Professional Development Plan and Program of Study (included in COUN 8001)
- Foundation course (1 cr.)
- Prerequisites (39 cr.)
  - To be completed if students have not graduated with a CACREP-accredited master's degree
- Core courses (30 cr.)
- Research courses (20 cr.)
- Specialization courses (10–15 cr., depending on the specialization)
- Field experience courses (9 cr.)
  - Practicum (3 cr.)
  - Internship (6 cr.)
- Completion of the Doctoral Dissertation
  - Dissertation support courses (5 cr.)
  - Dissertation writing courses (5 cr. per term for a minimum of 4 terms; taken continuously until completion)
- Quarter Plans
- One residency
- Two Pre-Practicum Labs (6 weeks online, 4 days face-to-face or virtual synchronous sessions)

Curriculum
Foundation Course (1 cr.)

COUN 8001 - Foundations of Graduate Study in Counselor Education and Supervision

Core Courses (30 cr.)

COUN 8110 - Professional Orientation, Ethics, and Identity
COUN 8125 - Teaching in Counselor Education
COUN 8115 - Advanced Counseling Theories
COUN 8135 - Clinical Supervision
COUN 8120 - Professional Consultation, Program Evaluation, and Leadership
COUN 8203 - Survey Research Methods

Research Courses (15 cr.)

RSCH 8110 - Research Theory, Design, and Methods
RSCH 8210 - Quantitative Reasoning and Analysis
RSCH 8310 - Qualitative Reasoning and Analysis

Advanced Research Course (5 cr.)

All PhD students are required to complete one advanced-level research course that mirrors the methodology of their intended dissertations. The university offers three advanced courses; individual programs may have other advanced options. Students should refer to their specific programs of study to determine program-specific requirements.

One of the following three courses is required:

RSCH 8260 - Advanced Quantitative Reasoning and Analysis
OR
RSCH 8360 - Advanced Qualitative Reasoning and Analysis
OR
RSCH 8460 - Advanced Mixed-Methods Reasoning and Analysis

Specialization Courses

These courses are dependent upon the particular specialization. The General specialization does not require specialization courses. Please see the course list on each specialization page.

Field Experience Courses (9 cr.)

COUN 8890 - Counseling Doctoral Practicum
COUN 8895 - Doctoral Internship I
COUN 8896 - Doctoral Internship II
Residency and Pre-Practicum Lab Requirements

Complete Residency (RESI 8801C) as soon as you begin your program; no later than within 90 days of completing your Foundations course (within the first two terms of your program). View the calendar, then register using your myWalden portal or by contacting Student Success Advising.

Pre-Practicum 1—Complete Pre-Practicum 1 after you have completed Residency 1, COUN 8001, COUN 8110, RSCH 8110, COUN 8125, COUN 8115, RSCH 8210, RSCH 8310, and COUN 8135 in order to advance in the program.

Pre-Practicum 2—Complete Pre-Practicum 2 after you have completed Pre-Practicum 1, COUN 8203, COUN 8120, and either RSCH 8260, RSCH 8360, or RSCH 8460 in order to advance in the program.

Each pre-practicum includes online course content integrated with a 4-day, face-to-face or virtual residential requirement.

3 weeks online
4 days face-to-face or virtual synchronous sessions (see the Pre-Practicum Calendar)
2 weeks online
CPLB 802L - Pre-Practicum 1: Enhancing Teaching and Research Skills
CPLB 803L - Pre-Practicum 2: Advanced Supervision, Teaching, and Research Skills

Completion of the Doctoral Capstone

COUN 8551 - Preparing for Dissertation
COUN 8561 - Dissertation
Can begin dissertation with start of first internship.

Prerequisites

Students who have not graduated from a CACREP-accredited master’s program may be required to fulfill prerequisite requirements.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 8215 - Lifespan Development</td>
<td>5 cr.</td>
</tr>
<tr>
<td>COUN 8723 - Multicultural Counseling</td>
<td>5 cr.</td>
</tr>
<tr>
<td>COUN 8722 - Theories of Counseling</td>
<td>5 cr.</td>
</tr>
<tr>
<td>COUN 8250 - Group Process and Dynamics</td>
<td>5 cr.</td>
</tr>
<tr>
<td>Course</td>
<td>Credits</td>
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<tr>
<td>COUN 8753 - Career Counseling</td>
<td>5 cr.</td>
</tr>
<tr>
<td>COUN 8315 - Tests and Measurements OR COUN 8360 - Assessment in Counseling and Education</td>
<td>5 cr.</td>
</tr>
<tr>
<td>COUN 8320 - Counseling Practicum</td>
<td>3 cr.</td>
</tr>
<tr>
<td>COUN 8682A - Counseling Internship I</td>
<td>3 cr.</td>
</tr>
<tr>
<td>COUN 8682B - Counseling Internship II</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

### Course Sequence

Students undertake courses in the following sequence.

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>COUN 8001 - Foundations of Graduate Study in Counselor Education and Supervision</td>
<td>1 cr.</td>
</tr>
<tr>
<td></td>
<td>COUN 8110 - Professional Orientation, Ethics, and Identity</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>MUST complete Residency within first 90 days</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>RSCH 8110 - Research Theory, Design, and Methods</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>COUN 8125 - Teaching in Counselor Education</td>
<td>5 cr.</td>
</tr>
<tr>
<td>3</td>
<td>COUN 8115 - Advanced Counseling Theories</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>RSCH 8210 - Quantitative Reasoning and Analysis</td>
<td>5 cr.</td>
</tr>
<tr>
<td>4</td>
<td>COUN 8135 - Clinical Supervision</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>RSCH 8310 - Qualitative Reasoning and Analysis</td>
<td>5 cr.</td>
</tr>
<tr>
<td>Quarter</td>
<td>Course</td>
<td>Credits</td>
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<tr>
<td>5</td>
<td>Eligible to take Pre-Practicum 1 - CPLB 802L (must successfully complete Residency [RESI 8801C] and all preceding courses to be eligible)</td>
<td></td>
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<tr>
<td></td>
<td>COUN 8120 - Professional Consultation, Program Evaluation, and Leadership</td>
<td>5 cr.</td>
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<tr>
<td></td>
<td>COUN 8203 - Survey Research Methods</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>MUST have successfully completed Pre-Practicum 1 to move forward</td>
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</tr>
<tr>
<td>6</td>
<td>RSCH 8260 - Advanced Quantitative Reasoning and Analysis OR RSCH 8360 - Advanced Qualitative Reasoning and Analysis OR RSCH 8460 - Advanced Mixed-Methods Reasoning and Analysis</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>Eligible to take Pre-Practicum 2 - CPLB 803L (must successfully complete Pre-Practicum 1 and all preceding courses to be eligible)</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>COUN 8551 - Preparing for Dissertation</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>Specialization Course*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Must successfully complete Pre-Practicum 2 and all preceding courses to be eligible for Field Experience</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>COUN 8890 - Counseling Doctoral Practicum</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>Specialization Course*</td>
<td>5 cr.</td>
</tr>
<tr>
<td>9</td>
<td>COUN 8895 - Doctoral Internship I</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>Specialization Course*</td>
<td>5 cr.</td>
</tr>
<tr>
<td>10</td>
<td>COUN 8896 - Doctoral Internship II</td>
<td>3 cr.</td>
</tr>
<tr>
<td>11+</td>
<td>COUN 8561 - Dissertation**</td>
<td>5 cr. per term; taken continuously until completion</td>
</tr>
<tr>
<td></td>
<td>In general, students are continuously registered in the dissertation course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation course shell.</td>
<td></td>
</tr>
</tbody>
</table>
* Students take two electives or two to three specialization courses, depending on the specialization chosen.

** To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

Doctoral Writing Assessment

Students who start or readmit to doctoral programs at Walden University in the university catalog for academic year 2017 or later will complete the university’s required doctoral writing assessment. Designed to evaluate incoming doctoral students’ writing skills, this assessment aims to help prepare incoming doctoral students to meet the university’s expectations for writing at the doctoral level.

Accreditation

Walden University’s PhD in Counselor Education and Supervision program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA).

Note on Licensure

The PhD in Counselor Education and Supervision is not a licensure program and does not prepare an individual to become a licensed counseling professional.

8-Year Maximum Time Frame

Students have up to 8 years to complete their doctoral degree requirements (see Enrollment Requirements). Students may petition to extend the 8-year maximum time frame, but an extension is not guaranteed.
School of Interdisciplinary Undergraduate Studies

The School of Interdisciplinary Undergraduate Studies (SIUS) is the academic unit of Walden University responsible for the general education curriculum, as well as the Bachelor of Science in Communication program. Faculty in the school represent the wide array of disciplines contained in general education in addition to communication.

SIUS collaborates with Walden's other colleges and schools in the planning and delivery of undergraduate degree programs. The school also collaborates with Walden's student support units to build and maintain an enriching learning experience for undergraduate students.

Programs

The Walden University General Education Curriculum
BS in Communication
BS in Interdisciplinary Studies [Limited Offerings in Fall Quarter 2020 and Winter Quarter 2021]

School Mission

Walden University's School of Interdisciplinary Undergraduate Studies provides a diverse community of learners—including career starters, changers, and advancers—the opportunity to develop as professional leaders who create positive social change in their communities. Through Walden's scholar-practitioner model, students enhance and develop professional skills. Graduates contribute to the well-being of their communities by helping to solve contemporary problems.

The School of Interdisciplinary Undergraduate Studies is the academic unit responsible for the General Education curriculum, a component of all Walden baccalaureate degree programs. The school collaborates closely with other Walden colleges and schools in the planning and delivery of undergraduate degree programs, particularly as they relate to general education.

The school's faculty members represent the wide array of disciplines contained in its General Education and BS Communication programs. The school collaborates with all academic and student support units in support of a positive university experience for undergraduate students.
The Walden University General Education Program

The Walden University General Education Curriculum

Bachelor’s degree programs at Walden University combine academic study with real-world applications to prepare students for today’s competitive economy and society in business, technology, education, social, behavioral, and health sciences. General education courses blend with degree program courses to provide the breadth and depth of knowledge needed by the 21st-century citizen.

Walden’s general education outcomes focus on communication, critical thinking, ethical reasoning, integrative learning, global learning, and social change. Students apply their learning as they complete coursework in communication, humanities, natural sciences, mathematics, and social sciences. These competencies prepare students for diverse public and professional lives where they will help shape a changing global community.

Learning Outcomes

Through the general education program, the bachelor’s degree graduate of Walden University will

1. Employ appropriate written and oral communication techniques in a variety of contexts. (Communication)
2. Interpret information and diverse points of view to make informed decisions. (Critical Thinking)
3. Apply ethical reasoning to practical situations. (Ethical Reasoning)
4. Synthesize learning from at least two fields of study to address problems individually and in collaboration with others. (Integrative Learning)
5. Explain a variety of different perspectives, such as diversity, equity, and inclusion interests, to present a position on a public issue. (Civic and Global Learning)
6. Examine the influences of social structures on the self, society, and civic engagement. (Social Change)

General Education Areas and Requirements

(Minimum of 45 cr. total, see individual program requirements)

Note: A minimum of 55 quarter credits* must be completed at the 3000 or 4000 level in order to meet program requirements. In some cases, this means that students will need
to select 3000 or 4000 level courses as either general education or elective options. Students should consult their student success advisor if they have questions about individual program requirements.

* Some programs may require a more than 55 credits to be completed at the 3000 or 4000 level. Please consult the catalog page for your specific page.

Written and Oral Communications

(Minimum of two courses; ENGL 1010 is required)

- COMM 1006 - Stereotypes and Scandals: Exploring the Power of Mass Communication and Mass Media
- COMM 1008 - Interpersonal Communication for Personal and Professional Success
- COMM 2002 - Fundamentals of Public Speaking
- COMM 4001 - Intercultural Communication
- ENGL 1010 - Writing With Confidence and Purpose
- ENGL 2002C - Professional Writing for Successful Communication

Humanities

(Minimum of two courses; HMNT 1001 may be required by program)

- ARTS 2001C - Fundamentals of Photographic Arts
- ENGL 2050C - Women's Literature and Social Change
- ENGL 2110 - Creative Writing: Fundamentals of Short Fiction
- ENGL 3110C - Creative Writing: Nonfiction and Poetry
- HMNT 1001 - Living and Learning in the Technological World
- HMNT 1050C - Humanities Through the Arts
- HMNT 3001C - Modern Popular Culture
- PHIL 1001S - Introduction to Philosophy
- PHIL 2001C - Ethics
- PHIL 3010 - Science and Spirituality
- RELG 2001C - World Religions

Mathematics/Natural Sciences

(Minimum of two courses)

- BIOL 1001 - Introduction to Biology
- BIOL 2320C - Nutritional Science
- BIOL 3020 - Essentials of Human Anatomy and Physiology
- CHEM 1001 - Introduction to Chemistry
- MATH 1030 - College Math
- MATH 1040 - College Algebra Concepts
- NASC 1001S - Environmental Science
- PHSC 1001C - Earth Science
• SCNC 4001C - Analyzing Contemporary Scientific Controversies
• STAT 3001 - Statistical Methods and Applications

Social Sciences

(Minimum of two courses)

• ANTH 3001C - Indigenous Peoples in the Modern World
• ECON 1002 - Microeconomics
• GEOG 1001 - World Regional Geography
• HIST 2005 - World History 1900–1945
• HIST 2006 - World History 1945–2000
• HIST 2050C - U.S. History Through the Lens of Social Change
• IDST 2050C - Interdisciplinary Experience: Sustaining Quality of Life in the City
• IDST 4002 - Seminar in Public Service
• POLI 1001S - American Government and Politics
• PSYC 1001 - Introduction to Psychology
• SOCI 1001S - Introduction to Sociology
• SOCI 2001C - Multicultural Dimensions of Society
• SOCI 4080C - Social Responsibility
• WLDN 2010 - What's Your Problem?

Programs Requiring Specific General Education Courses

The following general education courses are required for Bachelor of Science programs. If required, HMNT 1001 must be taken at Walden University. The other courses in this table are eligible for transfer credit. Also see the Transfer Maximum by Program table in the Walden University Student Handbook.

<table>
<thead>
<tr>
<th>Program</th>
<th>Required Communications Courses</th>
<th>Required Math Courses</th>
<th>Required Social Science Courses</th>
<th>Required Humanities Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Social Work (BSW)</td>
<td>ENGL 1010</td>
<td>MATH 1030 AND BIOL 1001 OR BIOL 2320C OR BIOL 3020</td>
<td>SOCI 1001S AND PSYC 1001 AND two courses from the following: POLI 1001 OR HIST 2005 OR HIST 2006 OR HIST 2050C OR other History/Government course</td>
<td>HMNT 1001</td>
</tr>
<tr>
<td>Program</td>
<td>Required Communications Courses</td>
<td>Required Math Courses</td>
<td>Required Social Science Courses</td>
<td>Required Humanities Courses</td>
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<td>----------------------------</td>
</tr>
<tr>
<td>BS in Accounting</td>
<td>ENGL 1010</td>
<td>MATH 1040</td>
<td></td>
<td>PHIL 2001</td>
</tr>
<tr>
<td>BS in Business Administration</td>
<td>ENGL 1010</td>
<td>MATH 1030</td>
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<td></td>
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<tr>
<td>BS in Business Communication</td>
<td>ENGL 1010</td>
<td>MATH 1030</td>
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<td>HMNT 1001</td>
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<tr>
<td>BS in Child Development</td>
<td>ENGL 1010</td>
<td>MATH 1030</td>
<td>SOCI 2001</td>
<td>HMNT 1001</td>
</tr>
<tr>
<td>BS in Communication</td>
<td>ENGL 1010</td>
<td>MATH 1030</td>
<td></td>
<td>HMNT 1001</td>
</tr>
<tr>
<td>BS in Computer Information</td>
<td>ENGL 1010</td>
<td>MATH 1040</td>
<td></td>
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<tr>
<td>BS in Criminal Justice</td>
<td>ENGL 1010</td>
<td>MATH 1030</td>
<td></td>
<td>HMNT 1001</td>
</tr>
<tr>
<td>BS in Forensic Psychology</td>
<td>ENGL 1010 COMM 4001</td>
<td>MATH 1030 AND STAT 3001</td>
<td>PSYC 1001</td>
<td>HMNT 1001</td>
</tr>
<tr>
<td>BS in Health Studies</td>
<td>ENGL 1010</td>
<td>MATH 1030 OR STAT 3001 AND BIOL 3020</td>
<td>Health Psychology &amp; Behavior concentration only: PSYC 1001</td>
<td>HMNT 1001</td>
</tr>
<tr>
<td>BS in Healthcare Management</td>
<td>ENGL 1010</td>
<td>MATH 1030 OR MATH 1040 AND BIOL 1001 OR</td>
<td>ECON 1002</td>
<td>HMNT 1001</td>
</tr>
<tr>
<td>Program</td>
<td>Required Communications Courses</td>
<td>Required Math Courses</td>
<td>Required Social Science Courses</td>
<td>Required Humanities Courses</td>
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<tr>
<td>BS in Human Services</td>
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<tr>
<td>BS in Information Technology</td>
<td>ENGL 1010</td>
<td>MATH 1040</td>
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<tr>
<td>BS in Interdisciplinary Studies</td>
<td>ENGL 1010</td>
<td>MATH 1030</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science in Nursing (BSN) Completion Program</td>
<td>ENGL 1010</td>
<td>MATH 1030</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BS in Political Science and Public Administration</td>
<td>ENGL 1010</td>
<td>MATH 1030</td>
<td>GEOG 1001</td>
<td></td>
</tr>
<tr>
<td>BS in Psychology</td>
<td>ENGL 1010</td>
<td>MATH 1030</td>
<td>PSYC 1001</td>
<td></td>
</tr>
<tr>
<td>BS in Public Health</td>
<td>ENGL 1010</td>
<td>STAT 3001 AND BIOL 3020</td>
<td>Health Psychology &amp; Behavior concentration only: PSYC 1001</td>
<td></td>
</tr>
</tbody>
</table>

**Other Undergraduate Options**

- Accelerate Into Master’s (AIM) Programs
• Undergraduate Minors

Accelerate Into Master's (AIM) Programs

Walden University offers opportunities for undergraduate students to accelerate time to the completion of a master's degree. This option, called Accelerate Into Master's (AIM), allows undergraduate students to complete graduate-level courses, upon approval of their advisor, that will fulfill the requirements for their undergraduate program as well as graduate requirements for a future master's program.

When undergraduate students attempt a 5000-level course, they may earn a "C" in the graduate-level course but only a grade of "B" or better will carry over to the graduate program. Students who receive a "C" grade will be awarded a grade of "C,"* which will permit the grade to be used toward the undergraduate-level requirement but not toward the master's-level requirement. Students who do not pass their AIM class are not permitted to continue taking 5000-level courses. Later admission to the master's program requires that students must take that course as a master's student.

Requirements

Walden University offers several opportunities for undergraduate students in certain programs to accelerate time to completion in certain master's degree programs.

1. Individual programs may determine the specific eligible AIM courses and some programs may limit the number of courses available. Generally, AIM coursework should not account for more than approximately 50% of the credits needed for master's degree completion. Practicum or Capstone requirements for the master's program are not eligible to be satisfied by AIM coursework.

2. To be eligible to begin AIM courses, students must:
   a. Have an overall GPA equal to that required for admission to the associated master's degree.* BS AIM track students must maintain a 2.5 GPA and have a transfer GPA of at least 2.5 (if transferring credits).
   b. Have completed a minimum of 90 credits and any specific core requirements associated with their bachelor's program listed below. (Individual programs may determine additional prerequisites.) * BS in Psychology AIM track students do not need to meet this requirement.
   c. Be in good financial standing.
   d. Not have any incompletes.

3. AIM courses are (5000-level) graduate courses.*
a. Tuition for these courses is charged at the undergraduate rate for the course-based learning format. For Tempo Learning® these courses are included in the program's subscription cost.

b. Courses taken as an undergraduate count as fulfilling undergraduate degree requirements.

c. Grades for graduate courses taken as an undergraduate are incorporated into the undergraduate GPA only.

4. Students must get a "B" or better in each course to have that course applied to the master's program.
   - Students who do not earn a grade of "C" or better will not be allowed to take any more 5000-level courses. Later admission to the master’s program requires that the student must take that course as a master’s student. * BS in Psychology AIM track students may retake an AIM course a second time if they failed the first time; they must earn a grade of "C" or better the second time in order to stay in the AIM track program.

5. Students are expected to maintain the undergraduate GPA expected for admission to the associated master's program.
   - Falling below this GPA prevents the student from taking any additional graduate courses as an undergraduate student.

6. Upon completion of the undergraduate program requirements, students should file an Intent to Graduate Form.

7. Students who complete these courses successfully are not required to pursue the master's degree and/or may defer enrollment to a future date. Transfer of credit policies, including those related to expiration, would apply.

Taking AIM courses does not guarantee admission into a master’s program. Upon admission to the master’s program, all AIM graduate courses completed with a "B" or better are applied to graduate program. The graduate GPA is calculated based only on those graduate courses taken as a graduate student.

Institutional coursework expires within 10 years unless otherwise notated by the individual academic unit or program.

Undergraduate students may complete AIM courses to fulfill elective credits, as course substitutions approved by the program director, or they may elect a second concentration within their program of study that is designed for AIM completion. Students are encouraged to consult with Student Success Advising (if in the course-based learning format) or their Academic Coaching (if in the Tempo Learning® format)
on the most appropriate plan for their program and academic goals, such as their future master's program and time to completion.

*Note: Graduate students cannot register for AIM courses.

AIM Program Chart*

<table>
<thead>
<tr>
<th>Master’s Program</th>
<th>Eligible Courses</th>
<th>(specific course availability may differ within the Tempo Learning® format)</th>
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<tbody>
<tr>
<td><strong>The Richard W. Riley College of Education and Human Services</strong></td>
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<tr>
<td><strong>MS in Health Education and Promotion</strong></td>
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<tr>
<td>Choose up to four courses.</td>
<td>• HLTH 5005 - Perspectives on Health and the Developing Professional*</td>
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<td></td>
<td>• HLTH 5110 - Exploring Health Education in the 21st Century**</td>
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<td>• HLTH 5205 - Assessing Community Needs for Health Education**</td>
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<td>• HLTH 5412 - Health Education and Communication Strategies**</td>
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<tr>
<td></td>
<td>*This course MUST be taken first.</td>
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<tr>
<td></td>
<td>**HLTH 5005, HLTH 5110, and HLTH 5205 must be taken before HLTH 5412.</td>
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</tr>
<tr>
<td><strong>MS in Developmental Psychology</strong></td>
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<tr>
<td>Students may select up to four of these courses. Individual course prerequisites apply.</td>
<td>• DPSY 5111 - Themes and Theories of Developmental Psychology</td>
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<tr>
<td></td>
<td>• DPSY 5218 - Gender and Human Development</td>
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<td></td>
<td>• DPSY 5121 - Development in the Digital Age</td>
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<td></td>
<td>• PSYC 5215 - Lifespan Development</td>
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<tr>
<td><strong>MS in Psychology</strong></td>
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<tr>
<td>Students may select up to five courses for the listed specializations. Individual course prerequisites apply.</td>
<td>Applied Psychology</td>
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<tr>
<td></td>
<td>• PSYC 5100 - Themes and Theories of Psychology**</td>
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<td></td>
<td>• PSYC 5215 - Lifespan Development</td>
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<tr>
<td></td>
<td>• PSYC 5225 - Biopsychology**</td>
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<td></td>
<td>• PSYC 5701 - Culture and Psychology</td>
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<tr>
<td>Master's Program</td>
<td>Eligible Courses (specific course availability may differ within the Tempo Learning® format)</td>
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<tr>
<td></td>
<td>• PSYC 5781 - Psychopathology From a Clinical Perspective</td>
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<td>• PSYC 5121 - Development in the Digital Age</td>
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<td>• PSYC 5123 - Personal and Social Life in the Digital World</td>
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<td>• PSYC 5122 - Understanding Digital Data in the Changing Economic Landscape</td>
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<td>• PSYC 5215 - Lifespan Development</td>
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<td>• PSYC 5100 - Themes and Theories of Psychology</td>
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<td></td>
<td>• PSYC 5131 - Theories of Learning</td>
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<td>• PSYC 5215 - Lifespan Development</td>
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<td></td>
<td>• PSYC 5701 - Culture and Psychology</td>
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<td></td>
<td>• PSYC 5765 - Educational Psychology</td>
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<td></td>
<td>• PSYC 5100 - Themes and Theories of Psychology</td>
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<td>• PSYC 5100 - Themes and Theories of Psychology</td>
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<tr>
<td></td>
<td>• PSYC 5215 - Lifespan Development</td>
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<td></td>
<td>• PSYC 5220 - Psychology of Personality</td>
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<td>• PSYC 5245 - Social Psychology</td>
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<td></td>
<td>• PSYC 5701 - Culture and Psychology</td>
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<tr>
<td></td>
<td>• PSYC 5100 - Themes and Theories of Psychology</td>
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<td>• PSYC 5215 - Lifespan Development</td>
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<td>• PSYC 5242 - Changing Health Behavior: Theory and Practice</td>
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<td></td>
<td>• PSYC 5701 - Culture and Psychology</td>
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<tr>
<td>Master's Program</td>
<td>Eligible Courses (specific course availability may differ within the Tempo Learning® format)</td>
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<tr>
<td></td>
<td>• PSYC 5745 - Health Psychology</td>
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<td></td>
<td>Social Psychology</td>
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<tr>
<td></td>
<td>• PSYC 5100 - Themes and Theories of Psychology</td>
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<tr>
<td></td>
<td>• PSYC 5215 - Lifespan Development</td>
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<tr>
<td></td>
<td>• PSYC 5245 - Social Psychology</td>
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<tr>
<td></td>
<td>• PSYC 5296 - Social Cognition and Attitudes</td>
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<td>• PSYC 5701 - Culture and Psychology</td>
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<td></td>
<td>Self-Designed</td>
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<tr>
<td></td>
<td>• PSYC 5100 - Themes and Theories of Psychology</td>
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<td>• PSYC 5215 - Lifespan Development</td>
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<td></td>
<td>• PSYC 5245 - Social Psychology</td>
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</tr>
<tr>
<td></td>
<td>• PSYC 5701 - Culture and Psychology</td>
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</tbody>
</table>

**College of Health Sciences and Public Policy**

**Master of Public Administration (MPA)**

*Students may select up to five of these courses. Individual course prerequisites apply.*

*Note: These courses are 11 weeks in length.*

|                                          | MMPA 5200 - Principles of Public Administration |
|                                          | MMPA 5405 - Ethics and Social Justice          |
|                                          | MMPA 5420 - Organizational Management and Leadership |
|                                          | MMPA 5431 - Finance and Budgeting for the Public Sector |
|                                          | MMPA 5435 - Human Resource Management: Building a Capable Workforce |
|                                          | MMPA 5451 - Public Policy Analysis             |
|                                          | MMPA 5480 - Applied Research and Evaluation Methods |

**MS in Nonprofit Management and Leadership**

*Students may select up to five of these courses. Individual course prerequisites apply.*

<p>|                                          | NPMG 5200 - Introduction to the Nonprofit Sector |
|                                          | NPMG 5405 - Ethics and Social Justice          |
|                                          | NPMG 5420 - Organizational Management and Leadership |</p>
<table>
<thead>
<tr>
<th>Master's Program</th>
<th>Eligible Courses (specific course availability may differ within the Tempo Learning® format)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• NPMG 5431 - Finance and Budgeting for the Nonprofit Sector</td>
</tr>
<tr>
<td></td>
<td>• NPMG 5435 - Human Resource Management: Building a Capable Workforce</td>
</tr>
<tr>
<td></td>
<td>• NPMG 5480 - Applied Research and Evaluation Methods</td>
</tr>
<tr>
<td>Note: These courses are 11 weeks in length.</td>
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</tbody>
</table>

College of Management and Human Potential

| Master of Healthcare Administration (MHA)            | • MMHA 5050 - U.S. Healthcare Delivery System                                               |
|                                                      | • MMHA 5200 - Principles of Population Health in Healthcare Administration                  |
|                                                      | • MMHA 5300 - Law, Ethics, and Policy in Healthcare Administration                          |
|                                                      | • MMHA 5500 - Human Resource Management and Organizational Development and Leadership for Healthcare Administrators |
| Students may select any or all of these courses. Individual course prerequisites apply. |                                                                                             |
| Note: These courses are 11 weeks in length.          |                                                                                             |

<p>| General Program or Self-Designed Specialization      |                                                                                             |
|                                                      | • WMBA 5000 - Dynamic Leadership                                                             |
|                                                      | • WMBA 5010 - Managing People and Promoting Collaboration                                     |
|                                                      | • WMBA 5020 - Fostering a Culture of Innovation                                              |
|                                                      | • WMBA 5030 - Managing Business Information Systems                                          |
| Healthcare Management, Human resource Management, or  |                                                                                             |
| Project Management Specialization                     |                                                                                             |
|                                                      | • WMBA 5000 - Dynamic Leadership                                                             |
| Students may select any or all of these courses for the listed specializations. |                                                                                             |
| Note: These courses are 8 weeks in length.           |                                                                                             |</p>
<table>
<thead>
<tr>
<th>Master’s Program</th>
<th>Eligible Courses (specific course availability may differ within the Tempo Learning® format)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MS in Leadership</strong></td>
<td>• WMBA 5010 - Managing People and Promoting Collaboration</td>
</tr>
</tbody>
</table>
| **MS in Management** | • WMBA 5000 - Dynamic Leadership  
• WMBA 5010 - Managing People and Promoting Collaboration  
• WMBA 5020 - Fostering a Culture of Innovation  
**Executive Leadership Specialization**  
• WMBA 5000 - Dynamic Leadership  
• WMBA 5010 - Managing People and Promoting Collaboration  
• WMBA 5020 - Fostering a Culture of Innovation  
**Strategy Specialization**  
• WMBA 5000 - Dynamic Leadership  
• WMBA 5010 - Managing People and Promoting Collaboration  
• WMBA 5020 - Fostering a Culture of Innovation  
**General Program**  
• WMBA 5000 - Dynamic Leadership  
• WMBA 5010 - Managing People and Promoting Collaboration  
**General Practice**  
• IPSY 5100 - Themes and Theories of I/O Psychology  
• PSYC 5214 - Consulting for Organizational Change  
• PSYC 5480 - Psychology of Organizational Behavior  
• PSYC 5706 - Ethics and Standards of Industrial Organizational Psychology  
• PSYC 5755 - Leadership and Leader Development  
**MS in Industrial and Organizational (I/O) Psychology**  
• IPSY 5100 - Themes and Theories of I/O Psychology  
• PSYC 5214 - Consulting for Organizational Change  
• PSYC 5480 - Psychology of Organizational Behavior  
• PSYC 5706 - Ethics and Standards of Industrial Organizational Psychology  
• PSYC 5755 - Leadership and Leader Development |

*Students may select any or all of these courses for the listed specializations.*

*Note: These courses are 8 weeks in length.*
<table>
<thead>
<tr>
<th>Master's Program</th>
<th>Eligible Courses (specific course availability may differ within the Tempo Learning® format)</th>
</tr>
</thead>
</table>
| Consulting Psychology | - IPSY 5100 - Themes and Theories of I/O Psychology
- PSYC 5005 - Business Concepts for the Organizational Development Professional
- PSYC 5214 - Consulting for Organizational Change
- PSYC 5216 - Dynamics of Contemporary, International, and Virtual Organizations
- PSYC 5480 - Psychology of Organizational Behavior |
| Evidence-Based Coaching | - IPSY 5100 - Themes and Theories of I/O Psychology
- PSYC 5214 - Consulting for Organizational Change
- PSYC 5480 - Psychology of Organizational Behavior
- PSYC 5755 - Leadership and Leader Development |
| Human Resource Management | - IPSY 5100 - Themes and Theories of I/O Psychology
- PSYC 5214 - Consulting for Organizational Change
- PSYC 5480 - Psychology of Organizational Behavior
- PSYC 5755 - Leadership and Leader Development |
<p>| International Business | - IPSY 5100 - Themes and Theories of I/O Psychology |</p>
<table>
<thead>
<tr>
<th>Master's Program</th>
<th>Eligible Courses (specific course availability may differ within the Tempo Learning® format)</th>
</tr>
</thead>
</table>
|                  | • PSYC 5214 - Consulting for Organizational Change  
|                  | • PSYC 5216 - Dynamics of Contemporary, International, and Virtual Organizations  
|                  | • PSYC 5480 - Psychology of Organizational Behavior  
|                  | Self-Designed  
|                  | • IPSY 5100 - Themes and Theories of I/O Psychology  
|                  | • PSYC 5214 - Consulting for Organizational Change  
|                  | • PSYC 5480 - Psychology of Organizational Behavior  
|                  | • PSYC 5755 - Leadership and Leader Development  

College of Nursing

<table>
<thead>
<tr>
<th>Master of Science in Nursing (MSN)</th>
<th>Note: These courses are 11 weeks in length.</th>
</tr>
</thead>
</table>
|                                   | • NURS 5050 - Policy and Advocacy for Improving Population Health  
|                                   | • NURS 5051 - Transforming Nursing and Healthcare Through Technology  
|                                   | • NURS 5052 - Essentials of Evidence-Based Practice  
|                                   | Students must be admitted to the RN-BSN-MSN track to complete these AIM courses.  

College of Psychology and Community Services

<table>
<thead>
<tr>
<th>MS in Forensic Psychology</th>
<th>Note: These courses are 11 weeks in length.</th>
</tr>
</thead>
</table>
|                          | • FPSY 5102 - Intersection of Crime, Psychology, and the Law  
|                          | • FPSY 5115 - Understanding Forensic Psychology Research  
|                          | • FPSY 5126 - Understanding Violence, Risk, and Threat Assessment  
|                          | • FPSY 5135 - Criminal Behavior  
|                          | • FPSY 5720 - Abnormal Behavior  

Students may select up to five of these courses. Individual course prerequisites apply.
<table>
<thead>
<tr>
<th>Master's Program</th>
<th>Eligible Courses (specific course availability may differ within the Tempo Learning® format)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MS in Human Services</strong></td>
<td>• HUMN 5162 - Cultural Humility and Diversity ◆</td>
</tr>
<tr>
<td></td>
<td>• HUMN 5160 - The Advanced Human Services Practitioner in a Changing World ◆</td>
</tr>
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<td></td>
<td>• HUMN 5210 - Management and Leadership Development in Human Services ◆</td>
</tr>
<tr>
<td></td>
<td>• HUMN 5161 - Assessment, Triage, and Motivational Interviewing ◆</td>
</tr>
<tr>
<td></td>
<td>• HUMN 5205 - Introduction to the Nonprofit Sector</td>
</tr>
<tr>
<td><strong>MS in Criminal Justice</strong></td>
<td>• CRJS 5137 - The Nature of Crime and Criminology</td>
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<td>• CRJS 5203 - Victimology</td>
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<td>• CRJS 5215 - Controversies in Criminal Justice</td>
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<td></td>
<td>• CRJS 5217 - Technological Solutions and 21st-Century Crime</td>
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<td>• CRJS 5511 - Special Populations</td>
</tr>
<tr>
<td><strong>MS in Criminal Justice Leadership and Executive Management</strong></td>
<td>• CRJS 5137 - The Nature of Crime and Criminology</td>
</tr>
<tr>
<td></td>
<td>• CRJS 5215 - Controversies in Criminal Justice</td>
</tr>
<tr>
<td><strong>College of Social and Behavioral Health</strong></td>
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<tr>
<td><strong>School of Counseling</strong></td>
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<tr>
<td><strong>MS in Clinical Mental Health Counseling</strong></td>
<td>• HUMN 5100 - Introduction to Mental Health Counseling ◆</td>
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<td></td>
<td>• HUMN 5722 - Theories of Counseling ◆</td>
</tr>
</tbody>
</table>

*These courses are open only to students in the BS in Human Services and BS in Psychology.
Master's Program

Eligible Courses
(specific course availability may differ within the Tempo Learning® format)

programs. Students may select up to five of these courses. Individual course prerequisites apply

Note: These courses are 11 weeks in length.

These courses must be taken in the order listed.

- HUMN 5316 - Techniques of Counseling
- HUMN 5723 - Multicultural Counseling
- PSYC 5101 - Foundations for Graduate Study in Counseling
- PSYC 5102 - Introduction to Mental Health Counseling
- PSYC 5722 - Counseling and Psychotherapy Theories
- PSYC 5316 - Techniques in Counseling
- PSYC 5306 - Ethics and Legal Issues in Counseling
- PSYC 5723 - Multicultural Counseling

* Students are required to take PSYC 5101 along with PSYC 5102 or HUMN 5100.

Note on Endorsement, Licensure, or Certification

This program does not lead to an endorsement, certification, or licensure. Walden makes no representation, warrant, guarantee, or commitment that successful completion of this program or coursework for graduate credit within this program will permit a graduate to obtain state certification or licensure.

The graduate degree program and coursework within the program in which you are enrolling may be accepted by many states toward upgrading or renewing a license or obtaining a salary increase (depending on state or district policy). Teachers are advised to contact their individual school districts as to whether this program may qualify for salary advancement. Walden enrollment specialists can provide guidance on program requirements; however, it remains the individual's responsibility to understand and comply with all state and school district requirements.
Undergraduate Minors

Students have the option to select a minor after starting their undergraduate program. Unlike an undergraduate concentration, a minor must be in a discipline outside the student's major. Students should verify individual requirements for each minor, including which programs are ineligible. An undergraduate minor consists of six or more courses with a minimum of two at the upper level. Students wishing to add a minor to their program should contact their student success advisor. Students may select a maximum of two minors.

- Minor in Applied Instructional Design and Technology
- Minor in Business
- Minor in Communication
- Minor in Criminal Justice
- Minor in Health Promotion and Wellness
- Minor in Health Studies
- Minor in Healthcare Management
- Minor in Introductory Instructional Design and Technology
- Minor in Political Science and Public Administration
- Minor in Psychology
- Minor in Public Health
Office of Academic Support

The Office of Academic Support provides student services that support the academic and professional growth of Walden University students. The center offers several non-degree Student Success Courses designed to improve Walden University students’ knowledge and skills in reading, writing, statistics, communications, and critical thinking.

Also see the Office of Academic Support section of the *Walden University Student Handbook* for information on the Writing Center, the Academic Skills Center, the CAEX Program, and additional services.
CAEX Courses

The Office of Academic Support offers several courses designed to improve Walden University students’ knowledge and skills in reading, writing, statistics, communications, and critical thinking, and to help students successfully complete their academic program.

Faculty or Student Success Advising staff also may recommend these courses to help students who need extra support to successfully complete their studies.

Credit is granted for successful completion of each credit-bearing student success course but does not apply toward degree program requirements.

Most courses are available in both quarter-based and semester-based programs. Course length varies depending on the program and specific course.

Courses

For Students in Quarter-Based Programs

- CAEX 3100U - Skills for Academic Integrity for Undergraduates
- CAEX 3100 - Skills for Academic Integrity
- CAEX 3500 - Internship
- CAEX 4000 - Transitioning From Undergraduate to Graduate Writing
- CAEX 6055 - Graduate Writing I: Basic Composition Skills
- CAEX 6065 - Graduate Writing II: Intermediate Composition Skills
- CAEX 6070 - Graduate Writing III: Advanced Composition Skills
- CAEX 6100 - Critical Thinking for Social Change
- CAEX 6200 - Basic APA Style: Citations and References
- CAEX 6300 - Reading Techniques for Graduate Study
- CAEX 6500 - Internship
- CAEX 6600 - Creative Writing for Social Change
- CAEX 6700 - Strategic Writing for Social Change
- CAEX 8010 - Doctoral Writing Workshop: Revising and Editing the Proposal
- CAEX 8020 - Doctoral Writing Workshop: Revising and Editing the Introduction
- CAEX 8030 - Doctoral Writing Workshop: Revising and Editing the Literature Review
- CAEX 8040 - Doctoral Writing Workshop: Revising and Editing the Methods Section
- CAEX 8050 - Doctoral Writing Workshop: Revising and Editing the Postproposal Sections
- CAEX 8100 - Preproposal Writing Workshop
- CAEX 8350 - Writing a Literature Review
- CAEX 8900 - Statistics and SPSS Skills Seminar for Doctoral Students

For Students in Semester-Based Programs
- CAEX 3101 - Skills for Academic Integrity
- CAEX 6056 - Graduate Writing I: Basic Composition Skills
- CAEX 6066 - Graduate Writing II: Intermediate Composition Skills
- CAEX 6071 - Graduate Writing III: Advanced Composition Skills
- CAEX 6101 - Critical Thinking for Social Change
- CAEX 6201 - Basic APA Style: Citations and References
- CAEX 6301 - Reading Techniques for Graduate Study
- CAEX 6501 - Internship
- CAEX 6601 - Creative Writing for Social Change
- CAEX 6701 - Strategic Writing for Social Change
- CAEX 8015 - Doctoral Writing Workshop: Revising and Editing the Proposal
- CAEX 8025 - Doctoral Writing Workshop: Revising and Editing the Introduction
- CAEX 8035 - Doctoral Writing Workshop: Revising and Editing the Literature Review
- CAEX 8045 - Doctoral Writing Workshop: Revising and Editing the Methods Section
- CAEX 8055 - Doctoral Writing Workshop: Revising and Editing the Postproposal Sections
- CAEX 8105 - Writing Workshop: Preproposal
- CAEX 8351 - Writing a Literature Review
- CAEX 8901 - Statistics and SPSS Skills Seminar for Doctoral Students
Course Descriptions

ACCT 1003 - Introduction to Accounting I♦

(5 cr.)
Students in this introduction to accounting course take a top-down approach to understanding introductory accounting documents and procedures by exploring a business’s financial statements, including the balance sheet, income statement, and cash flow statement. Students explore the practical uses for information that can be gleaned from these statements, individually and as a whole, through a detailed examination of the properties and characteristics of each statement. Students engage in application assignments and discussions on a variety of topics, such as regulations that should be followed when preparing financial statements as promulgated by generally accepted accounting principles (GAAP). Students examine the U.S. use of GAAP in comparison to the use of international financial reporting standards.

Prerequisites
- BUSI 1001 or 1002
- MATH 1001, MATH 1002, MATH 1030, or MATH 1040

♦Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ACCT 1004 - Fundamentals of Accounting♦

(5 cr.)
Students take a top-down approach to understanding introductory accounting documents and procedures by exploring a business’s financial statements, including the balance sheet, income statement, and cash flow statement in this course. Students explore the practical uses for information that can be gleaned from these statements, individually and as a whole, through a detailed examination of the properties and characteristics of each statement. Students engage in application assignments and discussions on a variety of topics, such as regulations that should be followed when preparing financial statements as promulgated by generally accepted accounting principles (GAAP). Students examine the U.S. use of GAAP in comparison to the use of International Financial Reporting Standards.

Prerequisites
BS in Accounting
- BUSI 1001 or BUSI 1002
- MATH 1030 or MATH 1040

BS in Business Administration
- BUSI 1001 or BUSI 1002
- MATH 1030 or MATH 1040
BS in Communication

- BUSI 1001 or BUSI 1002
- MATH 1030 or MATH 1040

BS in Computer Information Systems

- BUSI 1001 or BUSI 1002
- MATH 1030 or MATH 1040

BS in Healthcare Management

- MATH 1030 or MATH 1040 or STAT 3001

All Other Programs

- BUSI 1002
- MATH 1030 or MATH 1040

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ACCT 2001 - Accounting II

(5 cr.)
In this continuation of Accounting I, students build upon knowledge of accounting principles, including the basic techniques and procedures of internal reporting in organizations and corporations. Students examine a variety of terms and concepts, enabling them to gain a clear understanding of corporate reporting and the fundamental elements of managerial accounting. Students apply strategies involving cost behavior, job-order, cost-volume-profit analysis, performance planning and budgeting, standard costs and variance analysis, relevant costs, and the statement of cash flows to real-world scenarios. Students also assess best practices in employing relevant information in the decision-making process, acquiring practical skills to use in addressing actual accounting problems in the professional arena.

Prerequisites
- ACCT 1001

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ACCT 2002 - Managerial Accounting: Introduction to Financial Planning and Analysis

(5 cr.)
Individuals responsible for directing and controlling an operation depend on managerial accounting to provide important data. Through this course, students learn about the essential elements of managerial accounting, including strategic, organizational, and
operational decision making using financial information. They examine cost-volume-profit analysis, capital budgeting, operational budgeting, forecasting tools, and performance measurement. Students work through case studies and functional exercises for a contextual understanding of managerial accounting, including the application of quantitative methods to determine performance, planning, and control in operations.

Prerequisites

BS in Accounting
- ACCT 2001 or ACCT 2003 or ACCT 2004S

BS in Business Administration
- ACCT 2001 or ACCT 2003 or ACCT 2004S

All Other Programs
- ACCT 2003 or ACCT 2004S

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ACCT 2003 - Introduction to Accounting II*

(5 cr.)
In this continuation of Accounting I, students build upon knowledge of accounting principles, learning a basic foundation of key managerial accounting concepts and activities. Students learn how managers use accounting information for decision making in an organization. They explore how to develop business plans for small businesses and larger manufacturing corporations as well as how to distinguish between the two types of organizations. Through a variety of assignments focusing on the coverage of cost-volume-profit analysis, performance planning, and budgeting, students have the opportunity to gain managerial decision-making skills, helping them prepare for issues they may encounter in the field.

Prerequisites
- ACCT 1003 or ACCT 1001

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ACCT 2004 - Financial Accounting*

(5 cr.)
Students in this course build upon their knowledge of accounting principles from Fundamentals of Accounting, providing a basic foundation of key financial accounting concepts and activities. Students engage in application assignments and discussions such as the recording, storing, and summarizing of economic events of the business enterprise to meet external reporting needs. Emphasis is placed on the preparation and analysis of financial statements and other financial reports provided to the public based
on the accounting equation, accrual accounting concepts, and data gathering.

Prerequisites

BS in Accounting
- ACCT 1001 or ACCT 1003 or ACCT 1004S

BS in Business Administration
- ACCT 1001 or ACCT 1003 or ACCT 1004S

All Other Programs
- ACCT 1004S

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ACCT 3001 - Intermediate Accounting ♦

(5 cr.)

Although businesses often use the same authoritative standards in the production and presentation of financial statements, statements may still differ in a variety of ways. Recognizing these differences requires careful analysis and a variety of techniques. In this course, students consider an overview of prevailing accounting issues as well as the ethical considerations encountered in the process. This is the first in a four-course sequence in which students build upon content covered in introductory accounting courses. Students explore the principles of accrual accounting and interpret the steps in the accounting cycle. They learn about financial statement presentation and disclosure requirements, and they examine the conceptual framework and measurement principles underlying financial accounting. They also assess the relationship between the reporting and auditing functions in corporations. Additionally, students evaluate differences between Financial Accounting Standards Board's Accounting Standards Codification and international financial reporting standards and apply these standards to their coursework.

Prerequisites

BS in Accounting
- ACCT 1004S or ACCT 2001 or ACCT 2003

BS in Business Administration
- ACCT 1004S or ACCT 2001 or ACCT 2003

All Other Programs
- ACCT 2003

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ACCT 3002 - Auditing and Internal Controls♦
Auditing a company's financial statements requires the ability to apply generally accepted auditing standards to a variety of situations. In this course, students learn the specifics of auditing and how to choose appropriate audit testing. They explore a variety of topics, including professional ethics, audit planning and documentation, audit evidence, statistical tools, materiality and risk, and audit reports for different assurance and non-assurance services. Students examine internal controls and accounting systems as well as software designed for evaluating business information. Through a group project, students work toward gaining practical knowledge and problem-solving skills as they analyze real audit issues and cases. Students apply the Statements of Audit Standards from the Audit Standards Board and Audit Standards of the Public Company Accounting Oversight Board to their auditing situations.

Prerequisites
BS in Accounting
- ACCT 2001 or ACCT 2003 or ACCT 2004S

All Other Programs
- ACCT 2003 or ACCT 2004S

Note: Concurrent enrollment in ACCT 3001 is recommended.

ACCT 3003 - Intermediate Accounting II♦

How does a business handle its investments and capital and what are the generally-accepted accounting principles when valuing inventory? This course provides students with the opportunity to consider and respond to prevailing accounting questions as well as gain insight on related ethical considerations; it is the second in a four-course sequence and is a continuation of Intermediate Accounting I. Students learn ways to categorize, measure and report on cash, receivables, inventories, and investments. They gain practice in financial statement presentation and disclosure requirements. Through evaluation and online discussion, students explore the auditing function as well as inventory cost methods. As a basis for their coursework, students use the Financial Accounting Standards Board’s Accounting Standards Codification and International Financial Reporting Standards.

Prerequisites
BS in Accounting
- ACCT 3001 or ACCT 1004S

All Other Programs
- ACCT 3001

♦Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**ACCT 3004 - Intermediate Accounting III**

(5 cr.)
Physical assets continually change in value; knowing how to account for them is an important task in proper financial statement disclosure. In this course, students investigate current accounting issues as well as the ethical considerations encountered in the process; this course is the third in a four-course sequence and is a continuation of Intermediate Accounting II. Students examine the measurement and accounting for property, plant, and equipment. They also explore intangible assets, current liabilities, and contingencies. They focus on financial statement presentation and discuss how it relates to the auditing function. As a basis for their coursework, students use the Financial Accounting Standards Board’s Accounting Standards Codification and International Financial Reporting Standards.

**Prerequisites**
- BS in Accounting
  - ACCT 3003 or ACCT 1004S
- All Other Programs
  - ACCT 3003

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**ACCT 3005 - Intermediate Accounting IV**

(5 cr.)
What is capital structure, and how can a business use it for sustainability and reaching long-term goals? In this course, students have the opportunity to respond to such questions as well as to gain insight on related ethical considerations; it is the fourth in a four-course sequence and a continuation of Intermediate Accounting III. Students explore the measurement and reporting principles for stockholders’ equity, retained earnings, long-term liabilities, long-term receivables, discontinued operations, and extraordinary items. They gain further practice in financial statement presentation and disclosures and explore their relationship to the auditing function. As a basis for their coursework, students use the Financial Accounting Standards Board’s Accounting Standards Codification and international financial reporting standards.

**Prerequisites**
- BS in Accounting
  - ACCT 3004 or ACCT 1004S
- All Other Programs
  - ACCT 3004
Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ACCT 3006 - Accounting Information Systems

(5 cr.)
Nearly all businesses have an accounting system that provides appropriate financial information required to make informed, timely decisions. Therefore, the design of the system is vital to the efficiency and internal controls of acquiring such information. In this course, students learn the fundamental concepts of accounting systems design, including how accounting systems capture important business transactions that drive decisions and execution. Students learn about the technology of accounting systems, file processing, database concepts and tools, and internal control and risks. They explore how to audit the information system as well as how to use the information system to perform audit functions. Through the examination of the latest commercial accounting software, students learn about technological developments for the production of reports and exchange of business data.

Prerequisites
BS in Accounting

- ACCT 2001 or ACCT 2003 or ACCT 2004S

All Other Programs

- ACCT 2003 or ACCT 2004S

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ACCT 4001 - Government and Nonprofit Accounting

(5 cr.)
The function and role of private and public sector organizations are often very different; therefore, the accounting principles used to run for-profit businesses and government businesses cannot always be the same. In this course, students compare and contrast the characteristics of government and nonprofit organizations and explore the ethical and social responsibilities of accountants working with these institutions. They also examine the measurement and reporting requirements for governmental and nonprofit organizations. They engage in discussions about the concepts of fund accounting, budget and control issues, and revenue and expense recognition. Students gain hands-on experience preparing financial statements for each type of organization. As a basis for their coursework, students use the Financial Accounting Standards Board's Accounting Standards Codification and pronouncements of the Government Accounting Standards Board.
Prerequisites

BS in Accounting
  • ACCT 3005 or ACCT 1004S

All Other Programs
  • ACCT 3005

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ACCT 4002 - Advanced Financial Accounting I

(5 cr.)
Lease accounting from the perspective of the lessor and lessee is an important consideration for business as an alternative to financing. But what options are available for lessors and lessees in accounting for lease transactions? In this course, students have the opportunity to investigate and respond to prevailing accounting issues in this area. This course continues the three-course sequence of Intermediate Accounting. Students assess and explain the measurement and reporting disclosures for leases, pensions, equity compensation, derivatives, and earnings per share. They apply best practices in the presentation of financial statements and analyze how these relate to the auditing function. Students also gain hands-on practice in determining pension obligations and expenses. As a basis for their coursework, students apply the Financial Accounting Standards Board’s Accounting Standards Codification and international financial reporting standards.

Prerequisites
  • ACCT 3005

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ACCT 4003 - Advanced Financial Accounting II

(5 cr.)
How can external users to an organization employ the statement of cash flow as a means to foresee an organization’s prospect for future earnings? In this course, students have the opportunity to research and answer accounting questions such as this; it is the second in a three-course sequence and continues the approach used in the Intermediate Accounting sequence. Students examine the measurement and reporting disclosures for changes in accounting principles, correction of errors, the statement of cash flows, segment and interim reporting, and deferred taxes. Students continue to learn about financial statement presentation and disclosures as well as how these elements relate to the auditing function. As a basis for their coursework, students use the Financial Accounting Standards Board’s Accounting Standards Codification and international
financial reporting standards.
Prerequisites
• ACCT 4002

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ACCT 4004 - Advanced Financial Accounting III

(5 cr.)
Whether it is to expand technical offerings or to gain the competitive edge over smaller entities, companies often merge together or acquire other companies. Often times, this creates a positive effect on the companies involved; other times, it create severe financial strains on a company’s limited financial resources. In this course, students investigate prevalent accounting issues such as this; it is the third in a three-course sequence and continues the approach used in the Intermediate Accounting sequence. Students explore the measurement and reporting disclosures for mergers, acquisitions, and foreign currency translation. Students continue to learn financial statement presentation of business combinations and explore some of the auditing issues in this area. As a basis for their coursework, students use the Financial Accounting Standards Board’s Accounting Standards Codification and International Financial Reporting Standards.
Prerequisites
• ACCT 4003

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ACCT 4005 - Federal Taxation I: Individual Taxation

(5 cr.)
In this course, students have the opportunity to gain a fundamental understanding of personal income taxes and how they are computed. They also learn appropriate tax concepts and terminologies important for students wishing to pursue a career in accounting and taxes. Students examine the federal income tax structure and apply income tax accounting to cases of individual and sole proprietorship taxation as they assemble information and documentation needed to prepare federal tax returns. They analyze federal income tax laws governing gross income, deductions, calculation of income tax rates, income tax credits, and the alternative minimum tax for individuals.
Prerequisites
BS in Accounting
• ACCT 2001 or ACCT 2003 or ACCT 2004S
All Other Programs

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• ACCT 2004S

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.);1-443-627-7222 (toll)] for more information.

ACCT 4006 - Federal Taxation II: Corporate Taxation♦

(5 cr.)
This course is a continuation of Federation Taxation I and the focus is on corporate federal taxes. Students appraise the role taxation plays on organizations, the corporate structure, and tax strategies. They learn about the application of federal income taxes business entities, including corporations, partnerships, and entities taxed as partnerships and S corporations. They also examine gift and estate taxes and income taxation of estates and trusts. Students contextualize their learning through the preparation of a corporate federal tax return and related schedules. They consider the allocation of partnership taxable income and other deductions, credits, self-employment taxes, and loss carrybacks and carryforwards. Through the evaluation of legal and ethical issues involved in federal tax practice, students become familiar with laws, best practices, and the responsibilities of accounting professionals.

Prerequisites
• ACCT 4005

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.);1-443-627-7222 (toll)] for more information.

ACCT 4900 - Accounting Capstone Project

(5 cr.)
A capstone course is designed to bring together knowledge gained through the entire program and permit students to demonstrate mastery of the various course competencies. The major course project in this capstone course is a strategic case study. Through this project, students apply and integrate a variety of skills, tools, and knowledge to assess the strategic issues in a real-world case analysis and arrive at recommendations for change and/or improvement. Through coursework and the final capstone project, students appraise and explain a variety of topics, such as basic accounting theory, financial reporting, deferred taxes, engagement planning, client risk, auditing, concepts of accounting and investment percentage, objectives of the statement of cash flows, contracts, sales, bankruptcy, the debtor-creditor relationship, and business law and ethics. In this course, students have the chance to demonstrate their understanding and competency in complex problem identification and solution.

Prerequisites
• All required core and upper-division Accounting courses
ACCT 4990 - Business Essentials

(0 sem. cr.)
A background in the basics of business is often a key to making the most of a graduate business or management program. In this foundational course, students can build their business acumen in major functional areas that are essential to business success including business leadership and management, business ethics, the legal environment of business, accounting, finance, economics, quantitative methods and statistics, information systems management, global business, marketing, and strategic management.

ACCT 6000 - Decision-Making Tools for Today's Financial Professional

(3 sem. cr.)
Today's effective finance professionals use a variety of financial management tools as they seek to evaluate alternatives and make sound financial recommendations. Students will gain practical experience of a financial professional's role by using financial modeling tools such as breakeven and cost-volume-profit analysis for model pricing and cost sensitivity, forecasting and cost prediction, variance cost analysis, relevant cost analysis, project valuation and prioritization using payback, rates of return, and discounted cash flow methods. Students’ increased diagnostic critical-thinking skills will help them to construct effective, ethical, fact-based arguments, which are among the fundamental capabilities required for financial decision making. Using relevant management articles, case studies, and topic analyses, students also examine how to align business needs with fact-based solutions, how to identify new opportunities, and how to manage and enhance an organization's competitive position.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

ACCT 6010 - Analysis and Communication for the Financial Professional

(3 sem. cr.)
An essential skill for nearly all financial professionals is the ability to effectively communicate with the organization to manage internal and external relationships. The importance of communication in finance is emphasized, and students are presented with the opportunity to practice using the tools required for effectual and efficient presentation of information while gaining critical-thinking, reading, and scholarly writing skills. Students explore various written and presentational forms of communication that financial professionals use within organizational and managerial settings. Students examine techniques for developing and presenting white papers, memoranda used to communicate issues and recommendations to management, and financial and nonfinancial information. They learn about concepts in balanced communication coverage and how to adapt to constantly changing modes of communication, including social networking, blogging, and using professional organizations and training programs to their advantage. Through these activities, students gain a better understanding of the
roles and responsibilities of the financial professional as well as the ethical methodologies required to maintain a professional obligation to the community and their clients.

**ACCT 6020 - Legal and Ethical Issues in Accounting and Finance**

(3 sem. cr.)
In the news, it is too often that we hear about cases of financial fraud and misconduct involving major corporations. It is a social and professional obligation of financial professionals to be concerned and knowledgeable on topics involving legal and ethical issues in accounting and financial reporting. In this course, students learn to appreciate this role and explore the various legal and professional responsibilities of which financial professionals must be aware when developing financial statements and reports. They examine a variety of issues, such as the differences between statute and regulation and between common and statutory law. Students also assess the role of bankruptcy and its impact on business relationships. Through the extensive use of current and seminal case studies, students take a practical approach to examining the best practices of doing business in today's sociopolitical climate from a legal and ethical perspective.

* Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**ACCT 6130 - Managerial Accounting for Organizational Performance**

(3 sem. cr.)
One of the primary functions of the accountant's role is preparing internal accounting information that can be used by management for effective decision making and organizational performance. Students can gain a practical perspective into this role through case study review and analysis of pricing and contribution margin analysis, cost management and allocation, activity-based costing and throughput accounting, and inventory management. Students assess performance measurements, including key performance indicators, balanced scorecard, and forecasting. They explore operating and capital budgeting and financial planning techniques and become familiar with quantitative models and approaches used in management accounting. Through this course, students learn about the different departments and operating divisions within an organization and how they work individually and collaboratively to handle accounting responsibilities.

* Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**ACCT 6140 - Current Trends in Accounting Standards**

(3 sem. cr.)
Students in this course enhance and utilize advanced accounting research skills in order
to investigate and review the current and emerging accounting issues and changes in promulgated accounting standards that could impact 21st-century business. Students examine a variety of up-to-date and relevant topical areas that are discussed in sources such as the Financial Accounting Standards Board, International Accounting Standards Board, and Securities and Exchange Commission. As a result of their studies in this course, students will be able to anticipate changes in accounting standards and analyze potential impacts for making informed decisions and recommendations to management.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ACCT 6600 - Managing Operational and Financial Business Risks♦

(3 sem. cr.)
Accountants and business managers must be astute and proactive in managing a business to combat the inevitable threat of operational and financial risks, including those involving credit, market, liquidity, reputation, technology, and legality. In this course, students assess the tools used by accountants and managers in managing these risks. They explore the various processes used to identify, analyze, and assess risks, and they learn the appropriate use of financial and operational controls to mitigate such risks. Additionally, students examine ways to implement techniques, such as developing a risk control matrix and using the concepts of the Committee of Sponsoring Organizations of the Treadway Commission (COSO) framework to improve an organization’s enterprise risk management.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ACCT 6610 - Managing Regulatory Compliance♦

(3 sem. cr.)
Regulatory compliance involves the policies and processes that organizations use to ensure that they follow the rules and regulations in place by the firms that control financial activity in a given jurisdiction. In this course, students explore the facets of regulatory compliance, focusing on the role of accounting with respect to corporate governance within an organizational setting. They also focus on how organizations build transparency into their governance and compliance systems. Students review and explore the responsibilities of management in terms of compliance and auditing and explore the complex processes of checks and balances that comprise compliance systems. Students further develop their understanding of regulatory compliance through a review of the Foreign Corrupt Practices Act and the Sarbanes-Oxley Act, in addition to an evaluation of decisions made by the Securities and Exchange Commission and the Public Corporation Accounting Oversight Board.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
ACCT 6620 - Accounting Theory and Application♦

(3 sem. cr.)
In this quantitative course, students examine the process by which accounting policies are formulated and modified. Students use current research and case analyses to make critical evaluations of fundamental accounting concepts and foundations, such as revenue recognition, lease accounting, and other current issues, in light of their theoretical, empirical, practical, and political aspects. Students demonstrate their ability to use promulgated accounting literature to improve their general decision-making and communication skills in the area of accounting as they engage in functional exercises and weekly discussions.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.);1-443-627-7222 (toll)] for more information.

ACCT 6630 - Tax Analysis and Decision Making♦

(3 sem. cr.)
Students in this course are provided with an overview of current topics in taxation strategies for individuals and corporations. They learn about the Internal Revenue Service Code on tax differences, including book and tax accounting, inclusions, exclusions, deductions, credits, and tax aspects of property transactions. Students employ a "walk-through" technique through which they gain first-hand experience in the use of tax research services. Students also explore how economic, social, and cultural forces influence tax policy.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.);1-443-627-7222 (toll)] for more information.

ACCT 6640 - Solving CPA Problems♦

(3 sem. cr.)
In this course, students review content pulled directly from prior certified public accountant (CPA) exams on a variety of topics, including current accounting trends, managerial accounting, and regulatory issues. Students conduct research, discuss with peers, and analyze the answers to actual CPA exam items to gain a thorough understanding of the format, concepts, and principles on which exam questions are based, gaining confidence and preparedness for taking the CPA exam.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.);1-443-627-7222 (toll)] for more information.

ACCT 6650 - Forensic and Advanced Auditing Topics♦

(3 sem. cr.)
In this course, students are provided with tools, techniques, and insight to evaluate the
potential for fraud within current operating and financial reporting systems. Students examine creative accounting techniques and red flags of fraud, such as the development of false financial statements; misuse of corporate resources; false revenue recognition; and fraud perpetrated for the benefit of third parties, shareholders, and managers. They explore special topics, such as the override of existing internal controls and absence of proper accounting documentation. Students also examine fraud audit standards, principles of legal evidence, and concepts of the Daubert Rule. Additionally, students examine strategies for identifying sources of securing evidence to prevent loss, corruption, and contamination.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ACCT 6660 - International Perspectives in Accounting♦

(3 sem. cr.)
Students in this course examine current topics in international standards for accounting, including financial statement presentation, auditing, and accounting for importers, exporters, and multinational corporations to gain a comprehensive understanding of the various perspectives involved in international accounting. Students examine foreign exchange rates and markets, controlled economy accounting, social responsibility reporting, inflation accounting, and international taxation and its impact on an organization's international financial statements. Additionally, students analyze issues in accounting for multinationals, including areas of accounting and financial reporting standards. They also conduct an evaluation of international accounting harmonization efforts, including those involving accounting standards, to acquire an appreciation of the importance of comparability in regard to international financial statements.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ACCT 6665 - Initiating and Managing Change♦

(3 sem. cr.)
Students in this course explore effective strategies to initiate change in order to achieve organizational goals, as well as how to manage unplanned or unwelcome change. Students explore a variety of approaches and methods to transition individuals and organizations within a changing environment. Students distinguish between reactive responses and proactive responses to change, including examining the implications of culture, inertia, and uncertainty. Additionally, students explore the importance of understanding motivation and effective communication in mitigating negative reactions to change and facilitating the change process itself.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
**ACCT 6670 - Not-for-Profit and Government Accounting**

*(3 sem. cr.)*

Students explore accounting and financial reporting principles for nonprofit and governmental organizations in this course. They examine issues regarding fund accounting principles, budgetary accounting, and financial reporting practices. Through a variety of assignments on the specifics of the nonprofit and government accounting arena, students develop and hone diagnostic skills and their analytical problem-solving ability. Students learn about the concepts, procedures, and mechanics of financial and managerial accounting and the role of accounting information in nonprofit organizations.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**ACCT 6675 - Critical Thinking for Effective Management**

*(3 sem. cr.)*

This course is designed to improve the learner’s overall critical-thinking and reasoning skills within a managerial context. Using relevant management articles, case studies, and current topics analyses, learners will hone their diagnostic reading skills and will learn to construct effective, ethical, evidence-based arguments, which are fundamental capabilities of effective managers.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**ACCT 6685 - Creating Sustainable Solutions Through Systems Thinking**

*(3 sem. cr.)*

Students in this course explore systems thinking as a process whereby problems are viewed as individual components within a larger system. Students encounter a framework for analyzing relationships within a system and for avoiding the risks associated with viewing problems in isolation. Students use systems thinking tools to model single-, double-, and multiple-loop feedback systems, both at the micro and macro levels of analysis. In addition, students are introduced to scenario building, and they examine how the practice of systems thinking lays the foundation for creating sustainable outcomes for organizations and society.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**ACCT 6691 - Practices in Project Management**

*(3 sem. cr.)*

Students in this course are introduced to the knowledge, skills, tools, and techniques needed to successfully manage projects throughout the life of a project, known as the
project life cycle. By learning about the project management Knowledge Areas and Process Groups as well as the distinguishing characteristics of each, students gain an appreciation for how these two dimensions of project management interact in initiating, planning, executing, monitoring and controlling, and closing a project.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ACCT 6781 - Information Security Governance

(3 sem. cr.)
Students in this course cover information security issues in an organizational context, recognizing the increasing stakes in keeping systems safe from tampering and disclosure. Topics include management structures and processes for enterprise information security; information security in the supply chain; legal, regulatory, audit, and policy issues; risk management; and the business case for information security.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ACCT 9999 - Accounting Prerequisite Test

(0 cr.)
Students in this quantitative course examine the process by which accounting policies are formulated and modified. Students use current research and case analyses to make critical evaluations of fundamental accounting concepts and foundations, such as revenue recognition, lease accounting, and other current issues, in light of their theoretical, empirical, practical, and political aspects. Students demonstrate their ability to use promulgated accounting literature to improve their general decision-making and communication skills in the area of accounting as they engage in functional exercises and weekly discussions.

Prerequisites
Graduate Certificate in Auditing
- ACCT 6600
- ACCT 6210
- WMBA 6120
Graduate Certificate in Managerial Accounting
- ACCT 6000
- ACCT 6210
- FNCE 6120
All other courses
- MRKT 6100 OR MRKT 6110
- MRKT 6120
- MRKT 6130
Note: This course is not open to students. All open courses are listed in the catalog.

**AHUM 9001A - Dissertation**

(1 cr.)
Through this course, doctoral students have the opportunity to integrate their program of study into an in-depth exploration of an interest area that includes the completion of a research study. Students complete the dissertation independently, with the guidance of a dissertation supervisory committee chair and committee members. Students complete a prospectus, proposal, Institutional Review Board application, and dissertation. Students are registered each term until successful completion of the dissertation.

Students take this course for a minimum of 20 credits and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval.

To complete a dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

**AHUM 9001B - Dissertation**

(2 cr.)
Through this course, doctoral students have the opportunity to integrate their program of study into an in-depth exploration of an interest area that includes the completion of a research study. Students complete the dissertation independently, with the guidance of a dissertation supervisory committee chair and committee members. Students complete a prospectus, proposal, Institutional Review Board application, and dissertation. Students are registered each term until successful completion of the dissertation.

Students take this course for a minimum of 20 credits and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval.

To complete a dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

**AMDS 8301 - Advanced Individual Studies: Academic Publishing Option**

(4 cr.)
This advanced individual study course is designed for students who wish to integrate
learning from the core curriculum in preparation for advanced KAM and dissertation research. In this course, students gain hands-on practice using research tools, writing a literature review, evaluating peer research, and providing feedback as a reviewer. They also explore the process involved in preparing a proposal for publication and academic publication in general. Students review *The International Journal of Applied Management and Technology* (IJAMT), an online refereed journal, to examine current issues and collaborate with peers in the area of business and technology management.

**AMDS 8521 - Current Research in Deterministic Methods**

(4 cr.)

There are no specific course descriptions for this course for doctoral students due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**AMDS 8899 - Capstone Seminar**

(6 cr.)

Students in this course integrate all of their previous work on knowledge and learning management, resulting in a comprehensive dissertation proposal. Students assess various research methods and data-gathering techniques; determine best practices; explore the various Walden resources, and review APA style and Walden evaluation format. They consider their professional goals in the context of their education and develop plans for continued learning and career development in the context of their personal objectives and priorities. Students also identify future areas for research and development in their specialization. Throughout this seminar course, students engage in discussions to share progress, new perspectives, and peer feedback.

**Prerequisites**

- Foundation, core, and specialization courses, and at least one KAM; or permission of the program director

**AMDS 9000 - Dissertation**

(20 cr.)

Through this course, doctoral students have the opportunity to integrate their program of study into an in-depth exploration of an interest area that includes the completion of a research study. Students complete the dissertation independently, with the guidance of a dissertation supervisory committee chair and committee members. Students complete a prospectus, proposal, Institutional Review Board application, and dissertation. Once
students register for AMDS 9000, they will be registered each term until successful completion of the dissertation.

**Prerequisites**
- Foundation course, core KAMs, RSCH 8100Z, and RSCH 8200Z

**ANTH 3001 - Indigenous Peoples in the Modern World**

*(5 cr.)*

In this course, students work toward developing a modern and inclusive understanding of indigenous peoples of the world. They explore indigenous identity; historical continuity with pre-colonial and/or pre-settler societies; indigenous identity in relation to natural resources; and indigenous languages, cultures, and beliefs. Students complete a series of weekly field note assignments in which they address topics or themes related to the exploration of their own indigenous identity. Through this course, students gain the knowledge needed to explain processes of indigenization, adaptation, and communication as phenomena of globalization.

⚠️ **Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.**

**ANTH 3001C - Indigenous Peoples in the Modern World**

*(5 cr.)*

In this course, students work toward developing a modern and inclusive understanding of indigenous peoples of the world. They explore indigenous identity; historical continuity with pre-colonial and/or pre-settler societies; indigenous identity in relation to natural resources; and indigenous languages, cultures, and beliefs. Students complete a series of weekly field note assignments in which they address topics or themes related to the exploration of their own indigenous identity. Through this course, students gain the knowledge needed to explain processes of indigenization, adaptation, and communication as phenomena of globalization.

⚠️ **Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.**

**APLB 651L - Pre-Practicum 1**

*(0 cr.)*

By participating in a Walden Pre-Practicum, students gain skills in their development as scholar-practitioners. Through their Pre-Practicum experiences, students expand their network of peers and faculty members while developing their professional skills and identity. In Pre-Practicum 1, students begin to apply the core skills and techniques introduced in their Techniques course. Students begin to develop the multicultural competencies needed for counseling. Per program requirements, there is a synchronous
experience in this course. Students continue to expand their knowledge of counselor credentialing.

**APLB 652L - Pre-Practicum 2**

(0 cr.)
In Pre-Practicum 2, students continue to develop core skills from Pre-Practicum 1 and integrate advanced skills in their development as scholar-practitioners. Through their Pre-Practicum experiences, students expand their network of peers and faculty members while continuing to develop their professional skills and identity. In Pre-Practicum 2, students begin to develop group leadership skills, integrate counseling theory, and continue to demonstrate cultural competency skills. Students engage in developing their upcoming field experience plan and continue credentialing skills activities.

**Prerequisites**
Addiction Counseling; Marriage, Family, and Couple Counseling; and Clinical Mental Health Counseling Programs
- GRPL 6100
- COUN 6250
School Counseling Programs
- GRPL 6100
- COUN 6350

**ARTS 2001 - Fundamentals of Photographic Arts**

(5 cr.)
Students in this course are introduced to the fundamentals of photography and visual fine arts using photography as the medium of expression. Students will be required to have simple film or digital cameras to produce their photographs. Topics include history and principles of design such as emotion, line, plane, space, color, light, value, texture, proportion, and scale. Upon completion, the students will be able to communicate ideas and experiences through photography, edit a portfolio of photographs in color and monochrome, and participate in an online exhibition of images.

**Prerequisites**
- ENGL 1001 or ENGL 1010

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**ARTS 2001C - Fundamentals of Photographic Arts**

(5 cr.)
Students in this course are introduced to the fundamentals of photography and visual
fine arts using photography as the medium of expression. Students will be required to have simple film or digital cameras to produce their photographs. Topics include history and principles of design such as emotion, line, plane, space, color, light, value, texture, proportion, and scale. Upon completion, the students will be able to communicate ideas and experiences through photography, edit a portfolio of photographs in color and monochrome, and participate in an online exhibition of images.

Prerequisites
• ENGL 1001 or ENGL 1010

BIOL 1001 - Introduction to Biology

(5 cr.)
The basis of study in a variety of fields requires the capacity to view the world from multiple perspectives as well as the ability to ask investigative questions on the intricacies of life. Students in this course work toward gaining such skills as they survey fundamental biological principles. They engage in discussions and application-based assignments that emphasize basic biology, cell biology, metabolism, genetics, taxonomy, evolution, ecology, and diversity. Students are also introduced to the scientific method. Upon completion, students are able to demonstrate increased knowledge and a better understanding of biology as it applies to everyday life.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

BIOL 1001A - Introduction to Biology

(5 cr.)
The basis of study in a variety of fields requires the capacity to view the world from multiple perspectives, as well as the ability to ask investigative questions on the intricacies of life. Students in this course work toward gaining such skills as they survey fundamental biological principles. They engage in discussions and application-based assignments that emphasize basic biology, cell biology, metabolism, genetics, taxonomy, evolution, ecology, and diversity. Students are also introduced to the scientific method. Upon completion, students are able to demonstrate increased knowledge and a better understanding of biology as it applies to everyday life.

Prerequisites
• PSYC 1001A

BIOL 1099 - The Science of Climate

(1 cr.)
All of life on Earth needs energy to survive and thrive. Although plant life is able to derive energy directly from the sun and produces oxygen in the process, most animal
life, including human life, must gather energy in other ways. Ultimately, the nutritional needs of almost every creature on the planet are satisfied by consuming plants and their fruits. However, in the modern world, humans want energy for more than survival. We want energy to drive our automobiles, power our factories, our homes, and our society. In our quest for energy, we have consumed enormous amounts of energy embodied in the fossil remains of previous life-forms. Unfortunately, in this process we have altered the natural carbon cycle, changed the chemical composition of our atmosphere, and affected our global climate. In this course, students examine the natural carbon cycle with its basis in cellular respiration and photosynthesis. They also explore human impact on the carbon cycle and how our use of fossilized energy relates to global warming and climate change.

Note: Students who have previously taken BIOL 1001 - Introduction to Biology will not receive credit for this course.

BIOL 2320 - Nutritional Science♦

(5 cr.)
An understanding of the fundamental principles of nutrition can help people make important decisions regarding a healthy diet to keep the body functioning as it should. This course introduces students to the fundamentals of the nutritional sciences with an emphasis on the biochemistry of human systems. Through discussions, lab work, and other practical assignments, students explore the body's digestive and metabolic processes, the components of a healthy diet, the role of nutrition in growth and health through the life cycle, and the relationships between nutrition, health, culture, and the environment. Through this course, students gain knowledge needed to apply scientific principles when interpreting nutritional information.

Prerequisites
- ENGL 1001 or ENGL 1010

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

BIOL 2320C - Nutritional Science♦

(5 cr.)
An understanding of the fundamental principles of nutrition can help people make important decisions regarding a healthy diet to keep the body functioning as it should. This course introduces students to the fundamentals of the nutritional sciences with an emphasis on the biochemistry of human systems. Through discussions, lab work, and other practical assignments, students explore the body's digestive and metabolic processes, the components of a healthy diet, the role of nutrition in growth and health through the life cycle, and the relationships between nutrition, health, culture, and the environment. Through this course, students gain knowledge needed to apply scientific
principles when interpreting nutritional information.

Prerequisites

- ENGL 1001 or ENGL 1010

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**BIOL 3020 - Essentials of Human Anatomy and Physiology**

(5 cr.)

This course is a study of human anatomy and physiology, which is the structure and function of bodily systems. Students in the course extend from an analysis of cellular processes and tissue structures to the 11 major systems of the human body. Students focus specifically on the regulatory functions of the body that maintain homeostasis and how disruptions in homeostasis may result in injury and/or disease. This course is designed for a general education undergraduate audience.

Prerequisites

- ENGL 1001 or ENGL 1010

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**BUSI 1002 - Introduction to Management**

(5 cr.)

The roles, functions, and styles of managers, specifically principles and procedures for planning, organizing, leading, and controlling organizations, are addressed in this introductory course. Emphasized is the practical application of theory to reality. Students focus on the techniques, tools, and methods of managerial decision making and employee motivation, as well as consider the effects of ethical leadership and management practices on an organization. This course is structured so that students have the opportunity to see the interrelationships among the functions, components, and disciplines that comprise the field of management and thereby gain a comprehensive perspective as a foundation for the further study of management.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**BUSI 2001 - Business Law**

(5 cr.)

Responsible business leaders and decision makers must conduct transactions and operations according to clearly defined rules, laws, and processes to ensure stability and protection for their company. Students in this course examine the legal issues faced by
managers, fundamental legal principles, and common issues in the field, such as workplace law, contract disputes, and intellectual property guidelines. Students engage in discussions and application assignments focused on the responsibilities of business professionals, such as understanding the fundamental legal principles in business and commerce; analyzing business contracts; adhering to legal issues in interviewing, hiring, and firing; developing, using, and defending intellectual property; and understanding the regulatory context.

Prerequisites

BS in Accounting
- BUSI 1001 or BUSI 1002

BS in Business Administration
- BUSI 1001 or BUSI 1002

BS in Communication
- BUSI 1001 or BUSI 1002

All Other Programs
- BUSI 1002

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

BUSI 2003 - Operations♦

(5 cr.)
An overview of the concepts, methodologies, and applications of business operations management is provided to students in this course. Students can learn about operations as related to the process of transforming resources into products and services. They explore the responsibility of operations managers to make sound, cost-effective decisions that increase the productivity and competitiveness of manufacturing and service organizations. Students also have the opportunity to learn the process of planning, implementing, and monitoring operations to ensure the continuous improvement of goods and services.

Prerequisites
- BUSI 1002

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

BUSI 3001 - Knowledge Management and Organizational Change♦

(5 cr.)
Students learn how information systems enable organizations to identify, acquire, store, analyze, distribute, and reuse information and knowledge systematically from all sources
(e.g., internal and external, explicit and tacit) to enhance organizational productivity and competitiveness. In this course, students extend the theory of Knowledge Management and Intellectual Capital to the development of learning organizations and evaluate the definition of learning organizations and the creation of environments that facilitate knowledge growth and distribution.

**Prerequisites**
- BUSI 1001 or BUSI 1002

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**BUSI 3002 - Ethical Leadership**
(5 cr.)
In this course, students prepare for a leadership role in the modern organization. They examine the basic principles of leadership, motivational theory, the importance of communication, and current and future trends. Students assess, discuss, and learn how to apply their own styles of leadership in the workplace and the community. They engage in a range of assignments that emphasize ethical leadership through personal and interpersonal effectiveness and organizational development. Students also learn the importance of followership and the similarities between the roles of follower and leader at all levels of the organization.

**Prerequisites**
- BUSI 1001 or BUSI 1002

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**BUSI 3003 - Dynamics of Change**
(5 cr.)
All businesses experience change. Sometimes change is required to ensure stability; other times, the purpose of change is expansion for competitive advantage. In this course, students explore the responsibilities of managers and leaders to implement effective organizational change as well as to ensure that employees understand the function and benefits of change. Students examine change as it impacts people, processes, and products. They learn to employ tools for dealing with and managing change. They also examine methods for coping with change as an individual, a member of a group, and a member of an organization.

**Prerequisites**
- BUSI 1002

Students may take this as a non-degree course, which means they do not have to be enrolled in a
BUSB 3004 - Entrepreneurship for Small Business♦

(5 cr.)

Students examine the processes required to undertake the creation and maintenance of a successful business enterprise, with an emphasis on small business, in this course. Students focus initially on startup basics for a new small business, followed by the details involved in the development of a business plan. Finally, the nuts and bolts of day-to-day business management are examined, with issues ranging from legal matters to employment decisions.

Prerequisites
• BUSI 1001 or BUSI 1002 or SOCI 4080

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

BUSB 3005 - Critical Thinking♦

(5 cr.)

Problem solving and decision making based on recognizing problems, gathering data, developing alternatives, and choosing solutions are critical skills for the professional manager. In this course, students apply these skills to a variety of business examples. Students become familiar with critical-thinking and decision-making methodologies. They gain practical experience identifying logical fallacies, analyzing research methodologies, and choosing appropriate problem-solving techniques. Students also reflect on content presented in the course to consider ways to become more effective critical and logical thinkers.

Prerequisites
• BUSI 1001, BUSI 1002, or COMM 1004

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

BUSB 3006 - Advanced Business Law♦

(5 cr.)

In this course, students build on concepts and skills learned in BUSI 2001 to gain a more comprehensive understanding of the laws, regulations, and principles that affect business operations. Students devote special attention to business law topics included on the Uniform CPA Exam. They analyze law of agency, debtor-creditor relationships, bankruptcy, government regulation of business, real and personal property, commercial paper, and secured transactions. Through this course, students work toward gaining the
ability to identify legal issues, determine if legal action is required, and to competently discuss the issues with other professionals.

Prerequisites
• BUSI 2001

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

BUSI 3007 - Knowledge Management♦

(5 cr.)
Information systems enable organizations to systematically identify, acquire, store, analyze, distribute, and reuse information and knowledge from all sources (e.g., internal and external, explicit and tacit) to enhance organizational productivity and competitiveness. Students in this course examine these processes and apply the theories of knowledge management (KM) and intellectual capital to the development of learning organizations. Students also evaluate the definition of learning organizations and the creation of environments that facilitate knowledge growth and distribution. Using course concepts and theories, students reflect on KM and explain how they plan to employ it in personal and professional endeavors.

Prerequisites
• BUSI 1001 or BUSI 1002

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

BUSI 3008 - Corporate Entrepreneurship♦

(5 cr.)
Students in this course examine how corporations succeed and grow by embracing a culture of innovation and entrepreneurship within the organization. Students learn current models for corporate entrepreneurship and innovation that align with the strategic objectives of the enterprise. Students also examine the design of repeatable and sustainable processes that leverage existing business practices and support entrepreneurial initiatives.

Prerequisites
• BUSI 1002

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

BUSI 3010 - Operations Management♦
(5 cr.)
An overview of the concepts, methodologies, and applications of business operations management is provided to students in this course. Students focus on operations, the supply chain, and the process of transforming resources into products and services. They explore the responsibility of operations managers to make cost-effective and cross-functional decisions that increase the productivity and competitiveness of manufacturing and service organizations. Students examine product flow processes and product-process strategies to increase efficiency and effectiveness within organizations. Students also have the opportunity to learn the process of planning, implementing, and monitoring operations to ensure the continuous improvement and quality standards of goods and services.

Prerequisites
BS in Business Administration
- BUSI 1001 or BUSI 1002
BS in Computer Information Systems
- BUSI 1001 or BUSI 1002
All Other Programs
- BUSI 1002

* Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**BUSI 4001 - Strategic Business Capstone Project**

(5 cr.)
In this capstone course, students use knowledge gained throughout the entire program to demonstrate mastery of various course competencies. The major course project in which students engage is a simulation-based, strategic case study. Students apply and integrate a variety of skills, tools, and knowledge to assess the strategic issues in a real-world case analysis and arrive at recommendations for change and/or improvement. Through this course, students demonstrate their understanding and competency in identifying complex problems and solutions.

Prerequisites
- All required core and upper-division business administration courses

**BUSI 4002 - Small Business Ventures**

(5 cr.)
The focus of this course is on evaluating business concepts and business plans for small businesses so that students can develop strategies for successfully launching and operating a small business. Students examine the small business life cycle and explore resources available to small business owners. Real-world case studies expose students
to the challenges of running a small business venture. Topics covered include startup
business ideas, financing the small business, legal and liability issues, employment
decisions, ethical and moral considerations, and expansion opportunities for small
businesses.
Prerequisites
  •  BUSI 1002

* Students may take this as a non-degree course, which means they do not have to be enrolled in a
program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more
information.

BUSI 4003 - Marketing Strategies for Small Business♦

(5 cr.)
In this course, students address the unique aspects of marketing a small business.
Students examine market definition, product development, and diversification strategies
designed to help small business owners expand their business reach. Students learn
effective ways small businesses can leverage technology such as e-commerce, social
media, and other online marketing methods.
Prerequisites
  •  BUSI 4002

* Students may take this as a non-degree course, which means they do not have to be enrolled in a
program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more
information.

BUSI 4004 - Customer Relationship Management for Small Business♦

(5 cr.)
In this course, students learn about the impact of operating decisions on customer
relationships as they relate to building, maintaining, and growing a loyal customer base.
Students assess approaches to customer relationship marketing and management for
competitive advantage. They also evaluate strategies for excellence in customer service
within a culture driven to meet and exceed customer expectations.
Prerequisites
  •  BUSI 4002

* Students may take this as a non-degree course, which means they do not have to be enrolled in a
program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more
information.

BUSI 4900 - Capstone: Strategic Business Management

(5 cr.)
In this capstone experience, students apply knowledge gained throughout the entire
program to demonstrate mastery of various core business competencies. Students apply
and integrate a variety of skills, technologies, tools, and knowledge to assess strategic
issues in a real-world context to develop recommendations for organizational change and/or improvement. Through this capstone, students also demonstrate their understanding and competency in identifying complex problems and solutions. * Students in the course-based modality will engage in a third-party, online, simulation-based strategic management activity, and students in the competency-based modality will complete a comprehensive business proposal focused on employing strategies to build sustainable competitive advantage.

Prerequisites
- All required core and concentration courses/competencies

**BWLB 4900 - Social Work Skills Lab**

(1 cr.)
The Social Work Skills Lab is a 1-credit, 6-week hybrid class that includes 3 weeks of online content, followed by a 4-day synchronous residential component, and then closes with 2 weeks of online content. Students in the Social Work Skills Lab I reinforce the content covered in the Social Work courses with an emphasis on skills development and advanced topics in diversity and inclusion, evidence-based practice, ethics, and development of the professional self. Material covered includes practice labs focused on individual engagement and assessment, group development and leadership, and an understanding of how to advocate within organizations and communities. A key component of the skills lab is to prepare and assess students for their readiness to enter the field.

Prerequisites
- SOCW 2001
- SOCW 2002
- SOCW 3001
- SOCW 3002
- SOCW 3003
- SOCW 3004
- SOCW 4001
- SOCW 4002
- SOCW 4003
- SOCW 4004
- SOCW 4005

*Note:* This course contains a required 4-day face-to-face experience and will bill with an additional lab fee.

**CAEX 3100 - Skills for Academic Integrity**
In this 4-week course, students study Walden’s policy on academic integrity and apply strategies to ensure academic integrity in their work. The course is designed to help graduate students recognize and avoid violations of academic integrity. In a supportive environment, students practice the techniques needed to ensure academic integrity, including paraphrasing, quoting, avoiding misuse of previously written material, managing time, and using plagiarism-detection software to screen for originality.

Note: This course is for quarter-based graduate (including master's-level and doctoral level) students. (This course was previously listed as WCSS 3100.)

CAEX 3100U - Skills for Academic Integrity for Undergraduates

(1.5 cr.)
In this 4-week course, students study Walden's policy on academic integrity and apply strategies to ensure academic integrity in their work. The course is designed to help undergraduate students recognize and avoid violations of academic integrity. In a supportive environment, students practice the techniques needed to ensure academic integrity, including paraphrasing, quoting, avoiding misuse of previously written material, managing time, and using plagiarism-detection software to screen for originality.

CAEX 3101 - Skills for Academic Integrity

(1 sem. cr.)
In this 4-week course, students study Walden's policy on academic integrity and apply strategies to ensure academic integrity in their work. The course is designed to help graduate students recognize and avoid violations of academic integrity. In a supportive environment, students practice the techniques needed to ensure academic integrity, including paraphrasing, quoting, avoiding misuse of previously written material, managing time, and using plagiarism-detection software to screen for originality.

Note: This course is for semester-based graduate (including master's-level and doctoral level) students. (This course was previously listed as WCSS 3101.)

CAEX 3500 - Internship

(0 cr.)
As part of students' approved internship placement, this course is an opportunity for students to apply classroom learning to real-world conditions. Activities include journal entries, evaluations, and reflection on topics such as ethics, communication, collaboration, transferable skills, and social change. Upon completion, students will gain exposure to a professional setting related to their program of study and explore the practical application of skills in the global workplace.

Note: This course is for undergraduate students only.

CAEX 4000 - Transitioning From Undergraduate to Graduate Writing
In this 6-week course, students transitioning from undergraduate to graduate writing can learn how to identify scholarly writing, critically read and evaluate sources, and practice scholarly voice. Students demonstrate their scholarly writing skills by completing a one- to two-page paper in which they compare and contrast two peer-reviewed articles. Students also receive instruction in basic APA paraphrasing and citation.

Prerequisites

- Undergraduate students must have completed a minimum of 40 degree credits to be eligible to register.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CAEX 6001 - Transitioning to Graduate Writing for Public Health

In this 6-week course, public health students transitioning to graduate writing can learn how to identify scholarly writing, critically read and evaluate sources, and practice scholarly voice. Public health students demonstrate their scholarly writing skills by completing a one- to two-page paper in which they compare and contrast two peer-reviewed articles. Students also receive instruction in basic APA paraphrasing and citation.

Note: This course is available only to Master of Public Health (MPH) students. Credits do not count toward the MPH degree.

CAEX 6055 - Graduate Writing I: Basic Composition Skills

In this 6-week course, graduate students take the first step in developing their reading and writing skills for scholarly work. Students read a research article and summarize its parts, thus becoming more familiar with the language, structure, and style of the academic conversation. In addition to summary writing, topics include APA citation, scholarly voice, and revision. Students also maintain a journal of writing feedback they've received and apply that feedback to papers for their discipline-specific courses. After completion, students move on to CAEX 6065/6066 - Graduate Writing II: Intermediate Composition Skills.

CAEX 6056 - Graduate Writing I: Basic Composition Skills (0 sem. cr.)

In this 6-week course, graduate students take the first step in developing their reading and writing skills for scholarly work. Students read a research article and summarize its parts, thus becoming more familiar with the language, structure, and style of the
academic conversation. In addition to summary writing, topics include APA citation, scholarly voice, and revision. Students also maintain a journal of writing feedback they've received and apply that feedback to papers for their discipline-specific courses. After completion, students move on to CAEX 6065/6066 - Graduate Writing II: Intermediate Composition Skills.

CAEX 6065 - Graduate Writing II: Intermediate Composition Skills

(0 cr.)
This 6-week course primes graduate students not only to understand a scholarly text but to critically read and form an argument based on it. Topics covered include paraphrasing, APA citation, analysis, academic paragraphs, and revising and editing. Students participate in a robust writing community where they practice writing in discussion forums, keep a feedback journal, and apply their learning to papers for their discipline-specific courses. Through these activities, students should begin to see their place in the scholarly conversation. This course is complementary to CAEX 6055/6056 - Graduate Writing I: Basic Composition Skills, and enhances the skills covered in CAEX 6050. Students in this course are expected to have a familiarity with the skills covered in CAEX 6055/6056 - Graduate Writing I: Basic Composition Skills.

CAEX 6066 - Graduate Writing II: Intermediate Composition Skills

(0 sem. cr.)
This 6-week course primes graduate students not only to understand a scholarly text but to critically read and form an argument based on it. Topics covered include paraphrasing, APA citation, analysis, academic paragraphs, and revising and editing. Students participate in a robust writing community where they practice writing in discussion forums, keep a feedback journal, and apply their learning to papers for their discipline-specific courses. Through these activities, students should begin to see their place in the scholarly conversation. This course is complementary to CAEX 6055/6056 - Graduate Writing I: Basic Composition Skills, and enhances the skills covered in CAEX 6050. Students in this course are expected to have a familiarity with the skills covered in CAEX 6055/6056 - Graduate Writing I: Basic Composition Skills.

CAEX 6070 - Graduate Writing III: Advanced Composition Skills

(1.5 cr.)
In this 8-week course, students build on already developed paragraph, paraphrasing, and analysis skills. Students explore how to synthesize sources on a topic and organize their ideas into a literature review. They also receive instruction in advanced scholarly voice and APA Style nuances. By the end of this course, students should be more comfortable entering the scholarly conversation in their respective fields.

Note: This course is for quarter-based graduate students.
CAEX 6071 - Graduate Writing III: Advanced Composition Skills

(1 sem. cr.)
In this 8-week course, students build on already developed paragraph, paraphrasing, and analysis skills. Students explore how to synthesize sources on a topic and organize their ideas into a literature review. They also receive instruction in advanced scholarly voice and APA Style nuances. By the end of this course, students should be more comfortable entering the scholarly conversation in their respective fields.

Note: This course is for semester-based graduate students.

CAEX 6100 - Critical Thinking for Social Change

(1.5 cr.)
In this 6-week course, students become writer-advocates of a social change issue of their choosing. They use critical thinking to analyze the issue, acknowledge complexities, and research a potential solution. Students also learn techniques for argumentative writing in support of their proposed change. These techniques include gathering evidence, examining the validity of that evidence, and constructing a thesis statement. By the end of the course, students will have gained confidence in their voice and their place in the conversation surrounding the social change issue. This course could be helpful to master’s or doctoral students who are about to begin their capstone and would like a jumpstart on topic selection and initial writing.

Note: This course is for quarter-based graduate-level students.

CAEX 6101 - Critical Thinking for Social Change

(1 sem. cr.)
In this 6-week course, students become writer-advocates of a social change issue of their choosing. They use critical thinking to analyze the issue, acknowledge complexities, and research a potential solution. Students also learn techniques for argumentative writing in support of their proposed change. These techniques include gathering evidence, examining the validity of that evidence, and constructing a thesis statement. By the end of the course, students will have gained confidence in their voice and their place in the conversation surrounding the social change issue. This course could be helpful to master’s or doctoral students who are about to begin their capstone and would like a jumpstart on topic selection and initial writing.

Note: This course is for semester-based graduate-level students.

CAEX 6200 - Basic APA Style: Citations and References

(1.5 cr.)
In this 4-week course, students are introduced to the American Psychological Association (APA) style of citing and referencing sources. The course is designed to help prepare master’s and doctoral students for successful scholarly writing experiences in
Walden coursework and beyond. Students can learn the core concepts of in-text
citations, references, and paper formatting and practice applying those concepts through
discussions and a variety of assessments. They will finish with a personal plan for
continued development of APA skills.

Note: Because the focus is on foundational APA Style, more advanced or nuanced topics
like voice, numbers, statistical form, and tables and figures are not addressed in this
course. This course is for quarter-based graduate (including master's level and doctoral
level) students. (This course was previously listed as WCSS 6200.)

CAEX 6201 - Basic APA Style: Citations and References

(1 sem. cr.)
In this 4-week course, students are introduced to the American Psychological
Association (APA) style of citing and referencing sources. The course is designed to help
prepare master's and doctoral students for successful scholarly writing experiences in
Walden coursework and beyond. Students can learn the core concepts of in-text
citations, references, and paper formatting and practice applying those concepts through
discussions and a variety of assessments. They will finish with a personal plan for
continued development of APA skills.

Prerequisites
- Because the focus is on foundational APA Style, more advanced or nuanced
topics like voice, numbers, statistical form, and tables and figures are not
addressed in this course. This course is for semester-based graduate (including
master's level and doctoral level) students. (This course was previously listed as
WCSS 6201.)

CAEX 6300 - Reading Techniques for Graduate Study

(1.5 cr.)
Graduate study involves analyzing many research articles, theoretical texts, and other
complex materials. Because of the specialized nature of graduate study, new techniques
for reading are needed. In this 4-week course, students practice an active approach to
reading, gaining skills that will assist in quickly navigating texts and retaining information.
Topics covered include comprehension, interpretation, and evaluation. Through
strategies of critical reading and annotating, students prepare to be better researchers
and writers.

Note: This course is for quarter-based graduate (including master's level and doctoral
level) students.

CAEX 6301 - Reading Techniques for Graduate Study

(1 sem. cr.)
Graduate study involves analyzing many research articles, theoretical texts, and other
complex materials. Because of the specialized nature of graduate study, new techniques for reading are needed. In this 4-week course, students practice an active approach to reading, gaining skills that will assist in quickly navigating texts and retaining information. Topics covered include comprehension, interpretation, and evaluation. Through strategies of critical reading and annotating, students prepare to be better researchers and writers.

Note: This course is for semester-based graduate (including master's level and doctoral level) students.

CAEX 6500 - Internship

(0 cr.)
As part of students’ approved internship placement, this course is an opportunity for students to apply classroom learning to real-world conditions. Activities include journal entries, evaluations, and reflection on topics such as ethics, communication, collaboration, transferable skills, and social change. Upon completion, students will gain exposure to a professional setting related to their program of study and explore the practical application of skills in the global workplace.

Note: This course is for quarter-based graduate (including master's level and doctoral level) students.

CAEX 6501 - Internship

(0 cr.)
As part of students’ approved internship placement, this course is an opportunity for students to apply classroom learning to real-world conditions. Activities include journal entries, evaluations, and reflection on topics such as ethics, communication, collaboration, transferable skills, and social change. Upon completion, students will gain exposure to a professional setting related to their program of study and explore the practical application of skills in the global workplace.

Note: This course is for semester-based graduate (including master's level and doctoral level) students.

CAEX 6600 - Creative Writing for Social Change♦

(1.5 cr)
Creative writing has a rich history of influencing societal norms and upsetting the status quo. In this 6-week course, graduate students learn how creative writing can be used to advance social change. Students analyze examples of social change writing in poetry, creative nonfiction, and fiction and draft a short work of creative writing on their social change passion. Through creative writing, students practice reaching an audience outside their scholarly discipline. They also explore creative writing techniques that can be applied to benefit their scholarly writing. This course is appropriate for both students who have prior experience in creative writing and those who do not.
Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CAEX 6601 - Creative Writing for Social Change♦

(1 sem. cr.)
Creative writing has a rich history of influencing societal norms and upsetting the status quo. In this 6-week course, graduate students learn how creative writing can be used to advance social change. Students analyze examples of social change writing in poetry, creative nonfiction, and fiction and draft a short work of creative writing on their social change passion. Through creative writing, students practice reaching an audience outside their scholarly discipline. They also explore creative writing techniques that can be applied to benefit their scholarly writing. This course is appropriate for both students who have prior experience in creative writing and those who do not.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CAEX 6700 - Strategic Writing for Social Change♦

(1.5 cr)
In this 6-week course, students draw from their academic research writing and learn to apply it for broader audiences. Students explore how to compose a grant proposal, how to recognize and leverage rhetorical strategies in popular publications, and how to tailor content for social media. Students also receive instruction in identifying grant opportunities and publication outlets. By the end of this course, students should be more comfortable writing and publishing for nonacademic audiences.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CAEX 6701 - Strategic Writing for Social Change♦

(1 sem. cr.)
In this 6-week course, students draw from their academic research writing and learn to apply it for broader audiences. Students explore how to compose a grant proposal, how to recognize and leverage rhetorical strategies in popular publications, and how to tailor content for social media. Students also receive instruction in identifying grant opportunities and publication outlets. By the end of this course, students should be more comfortable writing and publishing for nonacademic audiences.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CAEX 8010 - Doctoral Writing Workshop: Revising and Editing the Proposal
This small-group workshop is for doctoral students who have a working draft of their dissertation, project, or doctoral study proposal but find themselves needing writing guidance and support. With the help of the writing faculty member, workshop participants will spend 6 weeks advancing the proposal draft through tailored one-on-one writing instruction and supportive group work with the students' peers. Students will get to know the required components of the proposal and have the opportunity to learn how to address common writing issues, such as APA Style, citing and referencing sources, clarity and concision, and writer’s block. Importantly, the instruction and feedback that students receive will be anchored in their own work. The goal of this workshop is to help students make progress toward the completion of the proposal. As needed, the writing faculty member will help create a tailored plan based on students' specific needs to ensure that they can continue to advance their draft.

**Prerequisites**

- Approved premise/prospectus

**CAEX 8015 - Doctoral Writing Workshop: Revising and Editing the Proposal**

(o sem. cr.)

Doctoral students who have begun the development of their dissertation, project, or doctoral study proposal but find themselves needing writing guidance and support should take this small-group workshop. With the assistance of the writing faculty member, students will spend 6 weeks advancing their proposal through tailored one-on-one writing instruction and supportive group work with their peers. They will get to know the required components of the proposal and have an opportunity to learn how to address common writing issues, such as APA, citing and referencing sources, clarity and concision, and writer’s block. Importantly, the instruction and feedback students receive will be anchored in their own work. In addition to a further developed proposal, at the end of the workshop, students will have a tailored plan based on their specific needs to ensure that they can continue to make progress on their draft.

**Prerequisites**

- Approved premise/prospectus

**CAEX 8020 - Doctoral Writing Workshop: Revising and Editing the Introduction**

(o cr.)

This small-group workshop is for doctoral students who have a working draft of their dissertation, project, or doctoral study proposal but find themselves needing writing guidance and support with the proposal’s introduction. With the help of the writing faculty member, workshop participants will spend 6 weeks advancing the draft of the introduction through tailored one-on-one writing instruction.
and supportive group work with the students’ peers. Students will get to know the required components of the introduction and have the opportunity to learn how to describe their study, its purpose, and its intentions, as well as address common writing issues associated with the introduction, such as writing a strong problem statement, articulating the gap in the literature or practice, applying correct usage of APA and source citations, and overcoming writer’s block. Importantly, the instruction and feedback that students receive will be anchored in their own work. The goal of this workshop is to help students make progress toward the completion of the introduction. As needed, the writing faculty member will help create a tailored plan based on students’ specific needs to ensure that they can continue to advance their draft.

Prerequisites

- Approved premise/prospectus

CAEX 8025 - Doctoral Writing Workshop: Revising and Editing the Introduction

(o sem. cr.)
Doctoral students who are committed to an area of research for their dissertation, project study, or doctoral study but unclear as to how to introduce and articulate its importance to a scholarly audience should take this small-group workshop. With the help of the writing faculty member, workshop participants will spend 6 weeks advancing the draft of the introduction through tailored one-on-one writing instruction and supportive group work with the students’ peers. Students will get to know the required components of the introduction and have the opportunity to learn how to describe their study, its purpose, and its intentions, as well as address common writing issues associated with the introduction, such as writing a strong problem statement, articulating the gap in the literature or practice, applying correct usage of APA and source citations, and overcoming writer’s block. Importantly, the instruction and feedback that students receive will be anchored in their own work. The goal of this workshop is to help students make progress toward the completion of the introduction. As needed, the writing faculty member will help create a tailored plan based on students’ specific needs to ensure that they can continue to advance their draft.

Prerequisites

- Approved premise/prospectus

CAEX 8030 - Doctoral Writing Workshop: Revising and Editing the Literature Review

(0 cr.)
This small-group workshop is for doctoral students who have a working draft of their dissertation, project, or doctoral study proposal but find themselves needing writing guidance and support with the proposal’s literature review.
With the help of the writing faculty member, workshop participants will spend 6 weeks advancing the draft of the literature review through tailored one-on-one writing instruction and supportive group work with the students' peers. Students will get to know the required components of the literature review and have the opportunity to learn how to address common writing issues, such as effective use of summary and synthesis, applying correct usage of APA and source citations, and articulating search strategies. Importantly, the instruction and feedback that students receive will be anchored in their own work. The goal of this workshop is to help students make progress toward the completion of the literature review. As needed, the writing faculty member will help create a tailored plan based on students' specific needs to ensure that they can continue to advance their draft.

**Prerequisites**

- Approved premise/prospectus

**CAEX 8035 - Doctoral Writing Workshop: Revising and Editing the Literature Review**

(o sem. cr.)
Is writing the literature review a stumbling block? Is the research relayed without purpose or synthesis? This small-group workshop is for doctoral candidates who have begun the literature review of their dissertation, project study, or doctoral study but need writing guidance and support. With the help of the writing faculty member, students will spend 6 weeks advancing their literature review through tailored one-on-one writing instruction and supportive group work with their peers. Students will get to know the required components of the literature review and have the opportunity to learn how to address common writing issues, such as effective use of summary and synthesis, applying correct use of APA and source citations, and articulating search strategies. Importantly, the instruction and feedback students receive will be anchored in their own work. The goal of this workshop is to help students make progress toward the completion of the literature review. While this workshop focuses on the writing components of the literature review, optional instructional materials are available to help students learn and practice advanced library skills needed for a successful review of the literature. As needed, the faculty member will help create a tailored plan based on students' specific needs to ensure that they can continue to advance their draft.

**Prerequisites**

- Approved premise/prospectus

**CAEX 8040 - Doctoral Writing Workshop: Revising and Editing the Methods Section**
This small-group workshop is for doctoral students who have a working draft of their dissertation, project, or doctoral study proposal but find themselves needing writing guidance and support with the proposal's methods section.

With the help of the writing faculty member, workshop participants will spend 6 weeks advancing the draft of the methods section through tailored one-on-one writing instruction and supportive group work with the students' peers. Students will get to know the required components of the methods section and have the opportunity to learn how to address common writing issues inherent in this section, including effectively explaining data collection and analysis, formatting APA-compliant tables and figures, and articulating ethical procedures and concerns associated with the study. Importantly, the instruction and feedback that students receive will be anchored in their own work. The goal of this workshop is to help students make progress toward the completion of the methods section. As needed, the writing faculty member will help create a tailored plan based on students' specific needs to ensure that they can continue to advance their draft.

Prerequisites

- Approved premise/prospectus

CAEX 8045 - Doctoral Writing Workshop: Revising and Editing the Methods Section

Writing about the method or methods of study can be a challenge. It's not easy to articulate variables, validity, or data analysis plans. Students who feel like they need some extra help or support with the writing component of their dissertation, project study, or doctoral study methods section should take this small-group workshop. With the help of the writing faculty member, students will spend 6 weeks advancing the writing of their methods section through tailored one-on-one writing instruction and supportive group work with their peers. Workshop students will get to know the required components of the methods section and have the opportunity to learn how to address common writing issues inherent in this section, including effectively explaining data collection and analysis, formatting APA-compliant tables and figures, and articulating ethical procedures and concerns associated with the study. Importantly, the instruction and feedback students receive will be anchored in their own work. The goal of this workshop is to help students make progress toward the completion of the methods section. If needed, the faculty member will help create a tailored plan based on students' specific needs to ensure that they can continue to advance their draft.

Prerequisites

- Approved premise/prospective
CAEX 8050 - Doctoral Writing Workshop: Revising and Editing the Postproposal Sections

(0 cr.)
This small-group writing workshop is for doctoral students who have begun the postproposal sections (e.g., results, discussion, conclusion, recommendations) of their dissertation, project, or doctoral study. With the assistance of the faculty, students will spend 6 weeks writing and revising the postproposal sections through tailored one-on-one writing instruction and supportive group work with their colleagues. They will get to know the required components of these sections and have an opportunity to learn how to address common writing issues, such as APA, tables and figures, scholarly voice, and writer’s block. Importantly, the instruction and feedback students receive will be anchored in their own work. In addition to further developed postproposal sections, at the end of the workshop, students will have a tailored plan based on their specific needs to ensure that they can continue to make progress on their draft.

Prerequisites
  • Approved proposal

CAEX 8055 - Doctoral Writing Workshop: Revising and Editing the Postproposal Sections

(0 cr.)
This small-group writing workshop is for doctoral students who have begun the postproposal sections (e.g., results, discussion, conclusion, recommendations) of their dissertation, project, or doctoral study. With the assistance of the faculty, students will spend 6 weeks writing and revising the postproposal sections through tailored one-on-one writing instruction and supportive group work with their colleagues. They will get to know the required components of these sections and have an opportunity to learn how to address common writing issues, such as APA, tables and figures, scholarly voice, and writer’s block. Importantly, the instruction and feedback students receive will be anchored in their own work. In addition to further developed postproposal sections, at the end of the workshop, students will have a tailored plan based on their specific needs to ensure that they can continue to make progress on their draft.

Prerequisites
  • Approved proposal

CAEX 8100 - Preproposal Writing Workshop

(0 cr.)
Doctoral students who are transitioning from coursework to preproposal work but find themselves needing additional structure and writing guidance should take this small-group workshop. A "preproposal document" is what each doctoral student must
complete prior to beginning the proposal phase of his or her doctoral capstone—in some programs, this document is called a prospectus; in others, a premise. Receiving assistance from faculty and engaging in supportive discussion with colleagues, students will spend 6 weeks generating content based on their program's specific preproposal and doctoral capstone writing requirements. In addition to becoming knowledgeable about the specific requirements of their program, students will also develop a plan for completion of their preproposal document, practice important research and drafting skills, work toward effective communication with faculty, and learn important self-assessment and revision strategies. Importantly, the instruction students receive will be anchored in their own work, as instructor feedback will focus on clarity, precision, concision, and scholarly voice in the capstone document. At the workshop's conclusion, students will have tailored a set of tools based on their specific needs to ensure they continue to make progress on their preproposal draft.

CAEX 8105 - Writing Workshop: Preproposal

(0 cr.)
Doctoral students who are transitioning from coursework to preproposal work but find themselves needing additional structure and writing guidance should take this small-group workshop. A "preproposal document" is what each doctoral student must complete prior to beginning the proposal phase of his or her doctoral capstone—in some programs, this document is called a prospectus; in others, a premise. Receiving assistance from faculty and engaging in supportive discussion with colleagues, students will spend 6 weeks generating content based on their program's specific preproposal and doctoral capstone writing requirements. In addition to becoming knowledgeable about the specific requirements of their program, students will also develop a plan for completion of their preproposal document, practice important research and drafting skills, work toward effective communication with faculty, and learn important self-assessment and revision strategies. Importantly, the instruction students receive will be anchored in their own work, as instructor feedback will focus on clarity, precision, concision, and scholarly voice in the capstone document. At the workshop's conclusion, students will have tailored a set of tools based on their specific needs to ensure they continue to make progress on their preproposal draft.

CAEX 8350 - Writing a Literature Review

(1.5 cr.)
Doctoral students with strong research, critical-thinking, and writing skills are better equipped to complete the literature review section of their capstone. This 8-week course focuses on understanding the purpose of the literature review and the foundational skills needed to complete it, such as developing search strategies, synthesizing sources, and constructing paragraphs. Students have the opportunity to apply writing, research, and critical-thinking skills in writing components of the literature review. In the second half of the course, students may submit up to five pages of the
literature review per week for instructor feedback. By the end of the course, students will have a clear plan in place for drafting the rest of their literature review.

Prerequisites
• Approved premise/prospective

Note: This course is for quarter-based doctoral students. Students who have already begun writing the literature for their proposal should take the Doctoral Writing Workshop: Revising and Editing the Literature Review (CAEX 8030) course instead.

CAEX 8351 - Writing a Literature Review

(1 sem. cr.)
Doctoral students with strong research, critical-thinking, and writing skills are better equipped to complete the literature review section of their capstone. This 8-week course focuses on understanding the purpose of the literature review and the foundational skills needed to complete it, such as developing search strategies, synthesizing sources, and constructing paragraphs. Students have the opportunity to apply writing, research, and critical-thinking skills in writing components of the literature review. In the second half of the course, students may submit up to five pages of the literature review per week for instructor feedback. By the end of the course, students will have a clear plan in place for drafting the rest of their literature review.

Prerequisites
• Approved premise/prospective

Note: This course is for semester-based doctoral students. Students who have already begun writing the literature for their proposal should take the Doctoral Writing Workshop: Revising and Editing the Literature Review (CAEX 8035) course instead.

CAEX 8900 - Statistics and SPSS Skills Seminar for Doctoral Students

(0 cr.)
The purpose of this small-group seminar is to help doctoral students learn to navigate SPSS software and develop basic statistical skills. The seminar is designed to minimize statistics anxiety and help students feel more comfortable using statistics tools. During the 6-week session, students learn how to upload or create an SPSS dataset, how to manage and manipulate variables, and how to run common statistical tests and graphs. Upon completion, students should have the basic SPSS and statistical knowledge to conduct a quantitative research study. This seminar is appropriate for students who have completed graduate-level statistics courses and are developing their doctoral capstone proposals.

Note: For quarter-based students.

CAEX 8901 - Statistics and SPSS Skills Seminar for Doctoral Students
The purpose of this small-group seminar is to help doctoral students learn to navigate SPSS software and develop basic statistical skills. The seminar is designed to minimize statistics anxiety and help students feel more comfortable using statistics tools. During the 6-week session, students learn how to upload or create an SPSS dataset, how to manage and manipulate variables, and how to run common statistical tests and graphs. Upon completion, students should have the basic SPSS and statistical knowledge to conduct a quantitative research study. This seminar is appropriate for students who have completed graduate-level statistics courses and are developing their doctoral capstone proposals.

Note: For semester-based students.

**CHEM 1001 - Introduction to Chemistry**

(5 cr.)
In this course, students explore the fundamental concepts of chemistry and survey important chemical elements and their compounds. They engage in a range of assignments on such topics as chemical measurements, properties of atoms and molecules, chemical reactions, chemical calculations, and properties of gases. Through these assignments, students gain a practical understanding of chemistry needed to describe the structure and components of basic atoms, use the periodic table to locate important chemical information, describe several types of chemical bonds, and manipulate common chemical formulas and equations.

Prerequisites
- MATH 1001 or MATH 1002 or MATH 1030 or MATH 1040

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**CLRA 6100 - Introduction to Clinical Research**

(3 sem. cr.)
Students in this course are provided with an overview of the clinical research enterprise from a historical and evolutionary perspective, including examples of landmark studies and controversies. Students consider the context in which researchers design and implement human clinical studies and explore a variety of topics, including the components, general principles, and issues in clinical research; types and classification of research studies; formulation of research objectives and outcomes; definition and phases of clinical trial protocols; and the roles and responsibilities of the clinical research team and study sponsors. Students become familiar with key medical terminology, including basic concepts of health, wellness, and disease. They work toward developing critical-thinking, written, verbal, and interpersonal communication skills as well as competencies needed for student success in an online environment. Students also begin work on their portfolio through assigned learning activities, including a journal of interactions and
interviews with professionals in the field, an assessment of an organization's culture, and the identification of management challenges in clinical research.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CLRA 6115 - Pathophysiological Basis of Clinical Research♦

(3 sem. cr.)
Clinical research management or monitoring requires an understanding of the pathology under investigation as well as the corresponding physiological systems related to disease. Through this course, students gain basic knowledge of normal and pathophysiological mechanisms of disease, acquiring a foundation for clinical assessment, decision making, and management of clinical trials. Students learn methods for interpreting the rationale and procedures underlying the clinical research protocol to adequately assess the subject's response to therapeutic interventions. Students conduct case studies on various disorders and diseases through which they explain the disease process on structural and functional levels as well as the critical factors that relate to patients' conditions.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CLRA 6130 - Ethical, Legal, and Regulatory Considerations in Clinical Investigations♦

(3 sem. cr.)
The nature of human clinical research and clinical investigation facilitates a host of ethical, legal, and regulatory issues related to the treatment of subjects, personal privacy, and institutional compliance, among others. Students in this course examine ethical codes of conduct, regulatory requirements, and existing laws that govern clinical research in the context of historical events that contributed to their development. They also explore recruitment and protection of human subjects; diversity and vulnerable populations in research; informed consent; privacy and confidentiality; the role of independent review committees; and the importance of reporting serious adverse events (SAEs). Students also discuss social and ethical implications of genetic technologies and research. Applying course concepts, students complete an FDA form for a clinical trial in their region, deepening their understanding of legal protocol.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CLRA 6145 - Design and Conduct of the Clinical Protocol♦

(3 sem. cr.)
An introduction to the basic elements of research design for clinical inquiry is provided
in this course. Students explore the methods and goals of clinical research; formulation of the research objective and hypothesis; identification of outcome measures; issues of reliability and validity; randomization procedures; documentation requirements; and data collection, analysis, and interpretation. Sharpening critical-thinking skills, students consider the potential risks and benefits of a clinical trial case study, which they use to justify continuation or termination of the drug development process. They also examine practical aspects of clinical trial management, including the design of the case report form (CRF), clinical laboratory and multicenter trial administration, and outsourcing. Through a review of scholarly literature, students explore and describe the ethical and regulatory requirements for which professionals must account in the design of a clinical research study. Additionally, students explore health disparities and cultural diversity as factors that affect participation of subjects in clinical trials.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CLRA 6160 - Good Clinical Practice (GCP) in Managing and Monitoring Clinical Trials♦

(3 sem. cr.)
Through this course, students learn the process and procedures of managing and monitoring a clinical trial from study initiation to closeout. Students examine the basic tenets of good clinical practice (GCP), including historical considerations, compliance, and recruitment of study participants, focusing on quality assurance and data safety monitoring boards (DSMBs). Through discussions and application-based assignments, students investigate and describe the relationship between regulations and GCP; how GCP affects the practical elements of conducting clinical studies; the challenges of multi-center or large-scale trials, such as risk assessment and management; protocol management and amendments; and audits and various considerations for reporting requirements. Students in this course are provided with official guidance on GCP from the International Conference on Harmonization (ICH) as well as operational imperatives of GCP.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CLRA 6175 - Biostatistics♦

(3 sem. cr.)
Competent and valuable clinical research administrators are able to read and evaluate the statistical accuracy of research, summarize data, and distinguish common distributions; however, to engage knowledgeably in these tasks, administrators must understand the language of clinical research, which is rooted in biostatistics. In this course, students learn applications and interpretations of biostatistics, including descriptive methodologies, commonly used statistical tests, confidence intervals,
statistical inference and probability, analysis of variance, and considerations in powering a study. Students learn basic concepts of data collection and analysis using statistical computer software, such as SPSS. Applying principles of survey research, students also complete a written analysis of a survey design, through which they assess the method and validity as well as consider ways the survey could be improved.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CLRA 6190 - Information and Data Management

(3 sem. cr.)
The importance of information systems and information technology in increasing efficiencies in the management of clinical research data is examined in this course. The application of legal and ethical principles is considered, with attention to the development of a data collection and management plan that promotes information archiving and access as well as edit and query management. Issues of confidentiality and the security of information systems are addressed. Emerging technology that facilitates the capture and analysis of clinical study results, such as electronic data capture (EDC) and electronic case reporting forms (eCRF), is also examined.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CLRA 6205 - Product Development in the Pharmaceutical, Biotechnology, and Medical Device Industries

(3 sem. cr.)
In this course, students examine current trends and issues in the pharmaceutical, biotechnology, and medical device industries, focusing on how the commercial enterprise uses clinical research to bring products to market through the clinical development and regulatory process. They examine the process by which discoveries become new drugs or medical devices, the preclinical process, and the development of the clinical research plan, and they consider new drug and medical device applications, pre-market approvals, marketing authorizations, and post-marketing surveillance. Through discussions and practical assignments, students consider a variety of topics, including pharmacogenomics, pharmacoepidemiology, recent safety concerns of regulators, globalization, the politics of drug pricing and healthcare reimbursement, product life-cycle management, outsourcing of studies to developing countries, patent strategies, and accelerated approval of medications. They also analyze case studies representing several therapeutic categories from multiple perspectives, including business, medical, scientific, ethical, regulatory, and biomedical engineering.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
CLRA 6220 - Health Economics and Financial Management in Clinical Research Administration♦

(3 sem. cr.)
The medical product research and development process requires individuals who can make informed financial decisions that maximize health benefits, using economic principles and discerning the best allocation of resources for profitability. Students in this course are provided with a foundation for economic evaluation and financial management, with a focus on the development, analysis, and communication of economic and financial data in the context of clinical research. Students explore health economic issues in the global marketplace, and they analyze and describe advantages and disadvantages of conducting clinical global trials, considering issues of enrollment, informed consent, application of Good Clinical Practice (GCP), patient compliance, and data security. In addition, students consider financial management aspects of clinical research, including estimating cost of clinical protocol, deciding whether to outsource, calculating direct clinical costs versus research administrative costs and institutional overhead, and developing and negotiating clinical trial budgets and payment terms with sponsors.

◆ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CLRA 6235 - Epidemiology♦

(3 sem. cr.)
Students are provided with an overview of epidemiologic methodology in the study of the distribution and etiology of disease and health-related conditions in human populations in this course. Students examine important study designs and discuss the strengths and weaknesses inherent in each. They also explore issues related to inference and causality that can be derived from studies as well as approaches to the evaluation of preventive measures. Students engage in assignments designed to provide practical application of course concepts on a variety of topics, such as calculation and interpretation of measures, acute outbreak investigations, incidence and prevalence, observational study designs, and investigation of randomized trials.

◆ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CLRA 6550 - Practicum

(3 sem. cr.)
Students have the opportunity to apply and integrate the knowledge and skills acquired throughout the MS in Clinical Research Administration and further develop key professional competencies in the practicum. Students engage in a supervised field experience, which they align to their academic and professional goals. The field
experience occurs at a clinical site where a research study is underway or with a research sponsor who is planning or facilitating a study. Supervision by an on-site preceptor involved in the planning or conduct of a clinical research study is a critical component of the practicum. The on-site supervisor and the course instructor monitor and evaluate students’ performance throughout the entire practicum experience. Students are required to complete 120 hours of practicum work. They must also participate in an accompanying online seminar course and begin to develop an ePortfolio based on assigned professional development activities.

**CLRA 6560 - Capstone**

(3 sem. cr.)
The capstone is an opportunity for students to demonstrate their mastery of principles, concepts, and content presented throughout the MS in Clinical Research Administration program. Students choose from a selection of overarching themes and topical areas reflecting the breadth of subjects covered in the program. Guided by their faculty advisor, students identify a particular area of interest and produce a substantive written paper and presentation in an area of clinical research administration. Students also engage in group discussions through which they consider their career development plan, share information on their capstone research topic and process, and exchange feedback on final capstone presentations.

**CMIS 1001 - Introduction to Information Systems**

(5 cr.)
The definition of information systems (IS) is broad and can encompass a large number of components. The most important aspect, however, is that IS are vital to the daily function of nearly all individuals and organizations. In this course, students have the opportunity to gain an appreciation of the role that information systems play in their lives as well as in different types of organizations and societies. Students obtain a broad overview of the field of information systems through the examination and discussion of technology, practical applications, and related career issues. They also use case studies that represent recent situations in actual organizations to gain real-world knowledge of how a business manages its data in conjunction with business processes to create an information system.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**CMIS 1002 - Information Technology Infrastructure**

(5 cr.)
Businesses whose systems are lacking or experience failure are at risk of significant loss of time, money, and customer faith. Therefore, information technology (IT) is essential to the function and success of nearly all businesses. Through this course, students
prepare for a role in the field of IT as they learn fundamental concepts of the IT infrastructure that underlie information systems. Students examine both hardware (computers, networks, interface devices) and software (operating systems, middleware, applications, system software) elements. They also explore key issues of capacity, performance, reliability, scale, and obsolescence for a thorough understanding of all aspects of IT infrastructure.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**CMIS 1003 - Object-Oriented Programming I♦**

(5 cr.)
Modern software design and programming require techniques that simplify the development and maintenance process. Object-oriented programming (OOP) does just this by allowing programmers to develop objects that represent complex concepts in applications. In this course, students learn fundamental aspects of computer programming in an object-oriented language. Students learn about key concepts, including real-world objects, actions, and information in terms of data and algorithms; the translation and execution of computer programs; and the notion of an organized process of software development. They engage in hands-on practice in designing, creating, running, and testing programs and discuss related topics to share ideas and obtain different perspectives.

Prerequisites
  • MATH 1040

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**CMIS 1004 - Object-Oriented Programming Concepts♦**

(5 cr.)
Information systems rely on underlying programs that respond to users and process information. An information systems specialist must understand the structure and purpose of programs and be able to work with programmers to ensure designs that meet system requirements. Object-oriented programming (OOP) and design facilitate this by presenting information systems as classes and objects that represent complex system contexts in a manner directly transferable to programming specifications. In this course, students learn fundamental aspects of computer programming in an object-oriented language. Students learn about key concepts, including real-world objects and methods in an information systems context. They engage in hands-on practice in designing, creating, and running programs and discuss programming and design topics to share ideas and obtain different perspectives. This concept focus enables students to relate programming to information systems and
provides a foundation for learning specific programming languages and skills in the future.

Prerequisites

- MATH 1040

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CMIS 2001 - Internet Computing♦

(5 cr.)
The Internet stitches together many disparate devices and software components into a flexible fabric that supports an enormous variety of uses. Students in this course learn about the functions of these components through a comprehensive evaluation of Internet computing. They examine the design of the Internet protocol stack, the structure and function of some of the most important Internet services and applications, and Internet governance. Students have the opportunity to gain practical experience through the application of concepts, such as performance, scale, and reliability, in the design of information systems.

Prerequisites

BS in Computer Information Systems

- ITEC 1010 or CMIS 1002 or ITEC 1005

All Other Programs

- CMIS 1002 or ITEC 1010

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CMIS 2002 - Object-Oriented Programming II♦

(5 cr.)
Students in this course elaborate their study of object-oriented programming by delving deeper into the key concepts of programming with objects, including complex data structures. Students examine and discuss hierarchy, modularity, and abstraction—concepts that they will use in subsequent courses in the program. Students supplement their hands-on programming practice by engaging in assignments designed to provide practical application of context, including the use and development of documentation in a web-based environment. Through this course, students learn to write more elaborate code and solve real-world problems they will encounter in the field.

Prerequisites

- CMIS 1003

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a
CMIS 3001 - Computing and Society
(5 cr.)
There are invariably challenges in the aggressive world of information technology (IT) requiring those in the field to understand and adhere to a professional code of ethics. Students in this course are introduced to the interaction of information systems with core social concerns, including privacy, democracy, equity, security, economic progress, and intellectual property rights. Students learn to consider the social, ethical, and legal considerations inherent in the design and use of information systems. They also examine real-world and hypothetical case studies for a practical approach to applying the professional code of ethics to the field.
Prerequisites
• CMIS 2001

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CMIS 3002 - Database Management Systems
(5 cr.)
All types of businesses rely on systems to manage their data and to keep that data secure, accurate, and reliable. A database is a system designed to do just this as well as to simplify the processes of data entry, search, and retrieval. Students in this course focus on the representation and manipulation of information in relational database management systems. Students learn how to map real-world concepts onto relational representations and how to manipulate them through relational queries to implement data-intensive applications. Students also learn to use a core subset of the structured query language (SQL) and how relational databases fit into a wide variety of practical information systems.
Prerequisites
• CMIS 3004

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CMIS 3003 - Requirements Analysis
(5 cr.)
A critical step in the development of information systems, and one in which the seeds of disaster often are sown, is the analysis and definition of system requirements, both functional and non-functional. In this course, students are introduced to systems analysis...
and the responsibilities of a systems analyst. Students learn about the identification of stakeholders and techniques for requirement elicitation, representation (e.g., use cases), and life cycles (e.g., iterative methods, and maintenance). Students complete a comprehensive analysis project through which they work toward gaining hands-on experience meeting the responsibilities of a systems analyst.

Prerequisites
- CMIS 1003

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CMIS 3004 - Object-Oriented Design♦

(5 cr.)
In this course, students learn the discipline of reducing requirements to the structural and functional design of information systems through the application of object-oriented principles to the design phase of the systems development life cycle (SDLC). They engage in discussions and assignments on a variety of topics, including conceptual modeling, design patterns, and application frameworks. They learn the basics of modeling, design representations, and the role of computer-aided software engineering (CASE) tools. Students have the opportunity to gain insight on contemporary methodologies employed in systems development, such as agile development, the Unified Process (UP), eXtreme Programming (XP), Model-Driven Architecture (MDA), and frameworks.

Prerequisites
- CMIS 3003

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CMIS 3005 - Information Systems Project Management♦

(5 cr.)
The process of creation, from conception through completion, is complex and requires a diverse set of management skills. Students are introduced to the knowledge, tools, and techniques needed to manage information systems projects effectively throughout a project life cycle. Students learn how information systems projects are organized and managed for efficiency and reliability. They explore topics including software process models, estimation, planning, and scheduling. Students examine case studies of successful and unsuccessful projects and gain experience with key elements of project management practice.

Prerequisites
- CMIS 3004
Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CMIS 4101 - Information Security and Privacy♦
(5 cr.)
The responsibility of an information security specialist is to supervise operations that follow industry best practices for security and data integrity. This role helps to ensure that systems are free from external threats and risks that may jeopardize or harm an organization. In this course, students examine the role of a security specialist and learn the key concepts and concerns of information security and privacy, including technical, social, and policy issues. Students examine fundamental notions of authentication, authorization, and encryption in the context of everyday information systems activities. Students analyze and discuss case studies of security and privacy breaches to understand economic and human impact.
Prerequisites
• CMIS 2001

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CMIS 4102 - Information Security Techniques I♦
(5 cr.)
Today, the risk of hackers infiltrating networks and computer systems is high and all organizations are at risk of potential exploitation or data theft. In this course, students examine information security attacks and defenses at the individual computer level and explore physical and software intrusions and defenses. Students learn best practices in configuring and maintaining systems to minimize the risk of compromise. They engage in application and discussion assignments focusing on topics such as viruses, Trojan horses, physical compromise, stolen credentials, and related protective measures.
Prerequisites
• CMIS 4101

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CMIS 4103 - Information Security Techniques II♦
(5 cr.)
Understanding a computer network as a symbiotic system connected to the Internet, including the relationships of network devices, such as gateways, switches, routers, and
hubs, is important step in minimizing the risk of threats that compromise networks. In this course, students examine information security attacks and defenses in the network. They consider hardware and software vulnerabilities and denial of service attacks. Students take a hands-on approach to understanding defense techniques as they complete practical exercises focused on planning, detection, and recovery measures. They also explore and discuss the social and technical aspects of anonymity in the network as they relate to network abuse and free speech.

Prerequisites
- CMIS 4102

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CMIS 4104 - Computer Forensics

(5 cr.)
The increase of information shared online puts users, both individuals and larger entities, such as government agencies and corporations, at major risk of invasion of privacy and more serious crimes, such as child pornography, financial fraud, and personal identify theft. In this course, students learn basic approaches to analyzing information systems for evidence of illegal or inappropriate activities. They engage in a range of assignments focusing on the legal, ethical, and policy implications of various forensic techniques and monitoring practices. Students also learn to analyze forensic issues of real-world case studies to learn to choose appropriate techniques to minimize risk and combat breaches in security.

Prerequisites
- CMIS 4103

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CMIS 4201 - Human Factors

(5 cr.)
Understanding how people interact with computers in various environments is crucial to the development of interfaces that address the needs of differing personality types. In this course, students learn about human-computer interaction (HCI) including various aspects of human perception and cognitive performance that inform the design of effective and usable information system interfaces. Students also examine disabilities and appropriate adaptation thereto, such as the implementation of accessibility elements in HCI. Through the exploration of current literature and case studies, students learn techniques to help them avoid some of the most common design gaffes in the development of user interfaces.

Prerequisites
• CMIS 1001

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CMIS 4202 - HCI Evaluation Methods

(5 cr.)
An effective and user-friendly human-computer interface (HCI) requires careful analysis, assessment, and modification. Students in this course learn empirical and heuristic methods for evaluating and improving human-computer interfaces. They also learn methods in conducting and analyzing user studies and ways to measure interfaces against models of human performance. Students engage in a group project through which they apply usability evaluation methods to a real-life scenario resulting in an actual HCI evaluation and report. This course also introduces students to the ethical and regulatory issues in human studies, providing them with the opportunity to understand all factors involved in conducting HCI evaluations.
Prerequisites
• CMIS 4201

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CMIS 4203 - User Interface Development

(5 cr.)
How do we design interfaces for optimal efficiency and appeal? Effective design requires an understanding of the goals, needs, and skills of the user. In this course, students consider these factors and build on their knowledge of user interface evaluation to synthesize effective and usable interfaces. Students discuss a variety of topics, such as basic principles and guidelines of design, application of design principles, prototyping, and mapping. Through practical exercises and other course assignments, students apply their requirements analysis skills to develop user interface designs and use rapid prototyping tools in the process of innovation and iteration.
Prerequisites
• CMIS 4202

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CMIS 4204 - Computer-Mediated Communications
Communication through outlets such as e-mail, instant messages, blogs, and text messages is an intrinsic part of our daily lives. This evolving form of interaction continues to progress; therefore, it is important to know how humans use media to initiate, manage, and maintain both personal and professional interaction. In this course, students use a historical perspective to trace the evolution of varying styles of communication, including the persistent recurrence of key concepts, such as links and threads. Students learn about the principal modes of computer-mediated communications among individuals and groups. They also learn select approaches and tools for specific applications. Students explore contemporary practices in computer-mediated communications and assess the implications of evolving applications and solutions.

Prerequisites
- CMIS 2001 or MEDC 3001

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CMIS 4301 - Structure of the Healthcare Industry

What determines patients’ plan of care and what role does technology play in their diagnosis and treatment? Through this course, students have the opportunity to answer questions such as these as well as to gain a broad understanding of healthcare as a complex business system. Students examine the main elements of the healthcare industry in the United States and elsewhere, analyzing the interests and information needs of healthcare professionals, provider organizations, researchers, pharmaceutical companies, public health agencies, regulators, insurers, individuals, and others. They examine classic literature and current articles in the field to gain an appreciation of the trends toward and obstacles to information exchange. Though this course, students also have the opportunity to survey the various professional careers available in healthcare and consider their goals and interests in relation to these opportunities.

Prerequisites
- BUSI 1001 or BUSI 1002

CMIS 4302 - Patient Records Practice and Policy

As in most industries, healthcare relies heavily on information technology to provide the infrastructure for healthcare delivery in the global marketplace. Through this course, students have the opportunity to gain the necessary skills to understand the complexities of healthcare information systems components. Students examine the trends in the development of standardized patient records for a variety of health-related
applications. They use requisite skills in requirements analysis and design to address the challenges in the field and engage in coursework on topics including privacy, confidentiality, and standardization. Students assess and discuss a variety of topics, such as medical devices, guidelines, and standards as well as the differences among electronic health records, electronic medical records, and personal health records.

Prerequisites
BS in Health Studies BS in Public Health
- CMIS 4301 or HLTH 1005
BS in Public Health
- CMIS 4301 or HLTH 1005

CMIS 4303 - Healthcare Information Systems Applications

(5 cr.)
The cost of delivering healthcare in the United States continues to grow exponentially; therefore, the industry is in need of ways to optimize the financial components associated with delivery while focusing on better quality of care. Through this course, students learn about healthcare information systems applications designed to add value to the delivery of healthcare from a financial and clinical outcomes-based perspective. Students examine some of the most important classes of healthcare information systems, ranging from patient care management to epidemiology to billing to research data analysis. Case studies provide students with a practical opportunity to exercise their information systems design and analysis skills as well as to consider social and ethical issues related to the field.
Prerequisites
- CMIS 4302

CMIS 4402 - E-Learning Concepts and Systems

(5 cr.)
Technology and network connectivity has forever changed the way universities conduct education and students achieve learning; it is no longer confined to the traditional classroom setting within structured timeframes. Through the electronic learning (e-learning) environment, students now have the opportunity to study at their own pace, with more flexibility of time and location, such as in the evening after work or in a café away from home. In this course, students examine key structural and functional elements of e-learning systems and explore how technology lends to the development of e-learning applications. Drawing upon both their experience as e-learners and their information systems expertise, students engage in group or individual projects focused on specific aspects of the learner experience, management functionality, and other properties of e-learning systems.
Prerequisites
CMIS 2001

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CMIS 4501 - Computer-Supported Collaborative Work

(5 cr.)
With the advancement of technology, most organizations, including educational institutions, now rely on multiple-user applications to maximize workflow efficiency, enhance learning, and allow for collaboration of diverse skills and experiences. In this course, students examine existing systems and proposals for information support for collaboration in formal and informal settings, along with their organizational and cultural contexts. Drawing upon students’ own experience in online collaboration and requisite knowledge of information systems analysis and design, they analyze and discuss case studies to better understand new collaboration capabilities and ways to improve computer-based collaborative work continually.

CMIS 4601 - Information Systems Service Management

(5 cr.)
Businesses often do not have the knowledge or resources to execute a project on their own. As a result, they rely on external resources, often times using offshore vendors who have the skills and tools required to complete the job. While this process allows business-lucrative opportunities, it also requires someone to manage the relationship between the organization and outside vendor. In this course, students examine the conception of information systems (IS) as collections of services aggregated in a supply chain that stretches across organizations and continents. Students investigate the concept of service-oriented architecture and the various disciplines of open interfaces, open source software, service-level agreements, and client-vendor relationships that allow complex assemblies of services to work. They analyze and discuss the business and organizational strengths and weaknesses of different approaches for a real-world, practical understanding of IS service management.

Prerequisites

• ISYS 3001

CMIS 4999 - IS Capstone Project

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
In this capstone project course, students complete an integrative information systems project that combines multiple aspects of their information systems program. The project requires collaboration with a team of students to manage, analyze, design, implement, and evaluate a computer-based information system. The system development process is initiated with a case study included within the course structure. Students will develop a project charter that will guide them through the discovery of system requirements, the creation of a system design, and the development and testing of a functional computer application. Students will develop a management presentation to describe the project design and justify the continuation of the project. Students will also examine their professional goals in the context of their education and develop plans for continued learning and career development based on their personal objectives and priorities.

**Prerequisites**
- All required core and concentration courses

**COMM 1003 - Introduction to Mass Communication**

Students in this course are introduced to basic concepts of communication to mass audiences. Students' primary focus is the application of communication principles and theories needed to achieve intended outcomes in crisis scenarios, public relations, public and community affairs, and when influencing thinking or opinions. Students explore mass communication theory, historical context, concepts, and applications. Through this course, students work toward gaining applied skills and sensitivity to the social impact of mass communication.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**COMM 1003C - Introduction to Mass Communication**

Students in this course are introduced to basic concepts of communication to mass audiences. Students' primary focus is the application of communication principles and theories needed to achieve intended outcomes in crisis scenarios, public relations, public and community affairs, and when influencing thinking or opinions. Students explore mass communication theory, historical context, concepts, and applications. Through this course, students work toward gaining applied skills and sensitivity to the social impact of mass communication.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**COMM 1004C - Interpersonal Communication**
Effective interpersonal communication is a necessary tool for productivity and quality of life. Students in this course examine practical concepts and skills for enhancing communication with others. They analyze and discuss theories and models of interpersonal communication, listening, verbal communication, nonverbal communication, communication styles, affective and cognitive communication, giving and receiving feedback, and communicating interpersonally in a variety of modalities. Using insights gained from their weekly analyses, students engage in a final project through which they improve the status and satisfaction of their real-world work relationships.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COMM 1006 - Stereotypes and Scandals: Exploring the Power of Mass Communication and Mass Media♦

Mass communication and mass media are such a normal part of people’s daily lives that they sometimes don’t give them the attention they deserve. The messages, images, and stories individuals see and hear influence and impact them in ways they may not understand. In this course students explore user-generated content, personal branding, and how the modern mass and social media has brought mass communication to almost everyone. Students also examine how political and social messages relate to fake news, and how they can be a part of social change.

Prerequisites
BS in Communication
  • COMM 1010
All Other Programs
  • None

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COMM 1008 - Interpersonal Communication for Personal and Professional Success♦

Effective interpersonal skills are in high demand with employers, necessary for productivity, and improve individuals’ quality of life. Students in this course examine practical concepts and soft skills for personal and professional success. Students explore and discuss listening, verbal communication, nonverbal communication, communication styles, culture, giving and receiving feedback, and interaction in a variety of modalities. Using insights gained from their weekly assignments, students engage in a final project through which they can earn an interpersonal soft skills certificate.
Prerequisites
BS in Communication
  • COMM 1010
All Other Programs
  • None

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COMM 1010 - Introduction to Communication♦

(5 cr.)
The field of communication has grown exponentially in the last 100 years, as various contexts create and influence practice. Once focused only on public speaking, the communication field now encompasses many types of specialized applications, including health, small group, organizational, interpersonal, and intercultural. This class introduces students to foundations of communication, processes that influence communication, and characteristics of effective communication, and provides students the necessary base for success in subsequent communication courses and professional life.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COMM 1099 - Interpersonal Communication

(1 cr.)
Effective interpersonal skills are in high demand with employers, are necessary for productivity, and improve individuals’ quality of life. Students in this course examine practical concepts and soft skills for personal and professional success. Students explore and discuss listening, mindfulness and emotional intelligence, communication and conflict styles, leadership, culture, technology, and interaction in a variety of modalities. Using insights gained from their weekly assignments, students engage in a final project through which they can earn an interpersonal soft skills certificate of completion.

COMM 2001 - Dynamics of Group Communication♦

(5 cr.)
Now more than ever, organizations are looking for individuals who can work effectively in a group. Students delve into the concepts and strategies of effective group functioning while applying these concepts to a group experience. In addition, students examine research on groups and teams including the following topics: stages of team development, handling conflict effectively, communicating effectively through various modes, valuing diversity, the impacts of groupthink, and encouraging creativity.

Prerequisites
BS in Communication
• COMM 1010
All Other Programs
• None

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COMM 2002 - Fundamentals of Public Speaking♦

(5 cr.)
Whether you participate in training, a business meeting, or community event, being a skilled public speaker differentiates an uninteresting experience from an engaging one. Students in this course work to develop and enhance their ability and confidence in presentation skills, empathic listening, and critical thinking. Topics include developing content and organizing ideas using proven techniques for the oral delivery of informative and persuasive speeches. Additional topics include audience analysis, critical listening and thinking, and the use of technology in presentations. In this course, students have an opportunity to improve their public communication skills, as well as plan, create, and deliver presentations.
Prerequisites
BS in Communication
• COMM 1010
All Other Programs
• None

Note: This course is delivered over a 6-week term but is equated to COMM 2002E, which is delivered in a 12-week term.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COMM 2003 - Writing for the Digital Age♦

(5 cr.)
It has been said that "good writing is good writing no matter the medium," but is that really true? In this course, students examine the fundamentals of writing such as purpose, context, voice, and structure, as well as how the implementation of those fundamentals varies for print, Internet, advertising, and broadcast mediums. Students explore the best ways to use productivity software such as documents, presentations, spreadsheets, charts, and graphs to create a compelling argument. In addition, students will study and then apply the knowledge of digital communication to interpret tone and purpose. No matter the industry or career focus, writing for the digital age is an increasingly important topic of study.

Students may take this as a non-degree course, which means they do not have to be enrolled in a
COMM 2005 - Digital Storytelling♦

(5 cr.)
Digital storytelling drives the Internet and communication. Writers tell stories on every blog, website, and social media post in the ever-expanding online, mobile environment. User-generated content, citizen journalists, vloggers, and influencers increasingly drive views and capture audiences. Students study the hallmarks of effective digital writing, including clear, concise language and ease of reading across multiple platforms and programs. Digital writing strategies and techniques are key, modern workplace skills, and this course provides engaging, real-world opportunities for students to develop their soft skill set.

Prerequisites
BS in Communication
  • COMM 1010
All Other Programs
  • None

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COMM 3001 - Applied Interpersonal Communication♦

(5 cr.)
In this course, students have the opportunity to examine the cognitive and affective aspects of communication, thus increasing self-awareness. They explore acceptance, perception, emotional intelligence, self-presentation, learning styles, models of human information processing, and aspects of the psychology of language. Through a comprehensive self-assessment, students gain insight into their ability to communicate, manage conflict, influence others, and work effectively with those who have different values and beliefs.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COMM 3002 - Negotiation and Persuasion♦

(5 cr.)
Students in this course are introduced to communication theory and research on persuasion and negotiation. Through the application of theory, students will become more informed, critical senders and receivers of persuasive messages in their professional and everyday lives. Students explore the skills needed to plan, design, and deliver persuasive oral and written messages, while learning to identify and resist
undesirable propaganda efforts.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COMM 3004 - Communication Theory♦

(5 cr.)

There is nothing as practical as a good theory. The expanding field of communication has developed a number of theories that explain, predict, and recreate communication impacts. Some of these theories apply to their specific fields, while others have broader application across communication disciplines. Students in this course examine and apply a variety of communication theories within health, small group, organizational, public speaking, interpersonal, intercultural, traditional, and nontraditional contexts. This class assists students in creating, assessing, and choosing effective communication strategies suitable for a variety of contexts.

Prerequisites

• COMM 1010

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COMM 3005 - Business Communication♦

(5 cr.)

Effective oral and written communication skills are in high demand by employers. This course offers students the opportunity to focus on the skills needed for successful business performance and relationships. Students receive training in meeting management; virtual conferencing; working in virtual teams; and strategic visual representation of relationships and data for target audiences, including spreadsheets, business letters, memos, and other forms of print and electronic communication. Students also work toward gaining insight into their ability to communicate, to manage conflict, and to be culturally competent in the workplace.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COMM 4001 - Intercultural Communication♦

(5 cr.)

Globalization has created a smaller world. Media, culture, commerce, new neighbors, and new family members have drastically increased interactions among culturally diverse people. In this global environment, people need to interact effectively with all types of people, cultures, and world views. In this course, students are provided tools for observing, evaluating, and understanding various cultures to communicate effectively
with others. Students explore the impact of culture and personal identity on communication strategies. They distinguish the modes and styles of communication unique to their personal culture from the cultures of others. Students explain how theories of cultural differences can help to anticipate and overcome challenges in intercultural situations. In addition, students apply effective intercultural communication skills to academic, personal, and professional settings.

Prerequisites
BS in Communication
- COMM 1010
All Other Programs
- None

◆ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COMM 4101 - Organizational Communication◆

(5 cr.)
Students in this course work toward gaining skills to communicate effectively in a diverse, global environment. They examine the relationship of culture and personal identity to communication strategies. They also learn to distinguish the modes and styles of communication unique to their personal culture from the cultures of others; explain the theories of cultural differences; anticipate and overcome challenges in cross-cultural situations; and apply effective cross-cultural communication skills to academic, personal, and professional settings. Students engage in a final project through which they gain hands-on experience working with someone from another culture, acquiring practical skills to use in the 21-century global society.

Prerequisites
BS in Communication
- COMM 1010
All Other Programs
- None

◆ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COMM 4901 - Communication Capstone

(5 cr.)
Students conclude their study in communications in this course as they integrate theory and practice developed throughout the program. Students create a comprehensive communications plan through which they apply concepts and tools appropriate to the needs of a chosen setting based on a thorough assessment of strategic direction,
audience or market, advantages, weaknesses, obstacles, and opportunities.

Prerequisites
- All required core and concentration courses

Note: Students complete this course after they meet all other requirements in the program.

COMM 6100 - Communication Theory in Practice: Here and Now♦

(3 sem. cr.)
It has been said that all communication is persuasive in nature. Whether this assertion is true or not, it is likely that individuals frequently attempt to persuade others on a daily basis. In this course, students explore the theories and approaches needed to enhance persuasive messages, make communication more effective, and generate a desired effect. Students examine how to craft oral, written, and visual messages that integrate persuasive theory for a selected audience. Topics include the psychology of messaging, communicating a consistent message across various media, rhetorical theory, persuasion, negotiation, and cognitive dissonance.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COMM 6110 - Media Effects: Mass Media in Modern Society♦

(3 sem. cr.)
Today’s mass media is constantly evolving. Technological advances have shifted the concept of mass media from analog waves to digital bytes. Both content creators and consumers alike interact with their media in new ways. Through this course students prepare for today’s global audience. In this course, students examine the history and evolution of the mass media landscape. They explore the theories, concepts, and trends that support informed digital consumers and content creators. Also, students explore the effects of media on consumer actions and the ethical boundaries that arise in creating mass media. Ultimately, their study will reveal the impact of social media, the effects of media on society, and the nature of the global mass media audience.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COMM 6120 - Persuasive Storytelling♦

(3 sem. cr.)
What do lawyers, journalists, and advertisers have in common? Whether they are addressing a jury, a readership, or a consumer, each wants to influence individuals to action and attempts to do so through persuasive storytelling. In this course, students explore the elements of a story and the approaches used to frame narratives. In addition, students examine the methods used to put persuasive theory into practice
through public speaking, presentations, and written and visual communication and communicate a single story in a variety of media. Topics include written and visual narrative, elements of story, and persuasion applied to various media.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COMM 6130 - Communicating Using Social and Digital Media♦

(3 sem. cr.)
While some companies may still be asking, "Why should we care about social media?" most are now asking, "How can we leverage the power of social media?" In this course, students examine how social media has changed the way consumers interact with brands and apply elements of storytelling to develop a social media strategy for an organizational scenario. In addition, students explore issues of ethics, privacy, and media law that are heightened by social media and digital communication distribution. Topics include types of social media, audience appropriateness, reputation management, social media strategy, evaluation methods, and the communications regulatory environment, including media law and privacy.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COMM 6140 - Message Design, Audience, and Evaluation♦

(3 sem. cr.)
Using reputable sources lends credibility to a message. But how does a communication professional determine which supporting information is appropriate to help craft a message, gain audience insight, choose a communication channel, or evaluate the impact of a message? In this course, students examine research approaches that are common to the field of communication and appropriate for answering questions about audiences and evaluating messages. Topics include simple quantitative analysis and qualitative research approaches such as focus groups, interviewing, and surveys, as well as basic metrics such as cost of media, cost per sale, return on investment, and web analytics.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COMM 6150 - Interpersonal Communication♦

(3 sem. cr.)
The ability to communicate with others influences success in both professional and personal settings. As communities and places of work become increasingly diverse, the intersections of interpersonal and intercultural communication also increase, and communicators need to be aware that the cultural diversity of their audiences should affect the way they convey information. Students in this course examine interpersonal
and intercultural intersections and study the influence of cultural diversity on interpersonal communication. By examining theory, students develop an approach to practice and hone individual strategies for communicating successfully in diverse interpersonal situations. Topics include interpersonal communication theory, intercultural communication theory, individual communication competence, nonverbal channels, person perception, conflict resolution, and listening and communication barriers.

* Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**COMM 6160 - Creative Strategy and Execution: From Brief to Presentation**

(3 sem. cr.)

Students in this course leverage a wide range of knowledge and skills to conceive and execute a global communication campaign that uses traditional and digital media. Grounded in concepts of integrated marketing communication, this course provides students with the opportunity to develop and review a creative or innovative brief. Students generate solutions for that brief across the phases of the creative process, present and defend solutions, and evaluate solutions using metrics. Topics include the creative process, integrated marketing communication, selecting appropriate channels, pitching and selling ideas, and evaluation metrics.

* Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**COMM 6170 - Public Relations Concepts and Strategy**

(3 sem. cr.)

To successfully build and manage the relationship between an organization and the public in today's increasingly global community, a strategic communications plan requires the use of both traditional and new technology. Students in this course explore, from a global perspective, the needs of various public relations stakeholders, including the customer, the press, and the investor. Topics include how to change behaviors, advocate for causes, design messages for specific audiences, select appropriate communication channels, and evaluate results of public relations campaigns. Students also consider the potential legal and ethical aspects of the practice of public relations.

* Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**COMM 6180 - Crisis Communication**

(3 sem. cr.)

Protecting an individual, company, or organization from the potential negative results of a crisis requires the development of a crisis management plan to anticipate and mitigate
risk. Students in this course explore the use of media relations and public-opinion research techniques to minimize unwanted impacts from crises. Students review real-world controversies and crisis management plans to develop original communication plans that address risks and provide value to the stakeholders. Other topics include the impact of criminal or government investigations, media inquiries, lawsuits, and other scenarios involving ethical disputes.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.);1-443-627-7222 (toll)] for more information.

COMM 6190 - Marketing Communications, Storytelling, and Persuasion

(3 sem. cr.)
Whether one is addressing a customer, an audience, or a jury, the aim is to use the tools of persuasion to influence individuals to take action. Especially in social media, it is critically important to establish an appropriate tone, voice, and personality. Tying these strategies to the overall brand positioning is even more important. It has been found that storytelling is one of the most effective tools of persuasion. Rather than simply stating the facts, the story puts facts into a meaningful context, so that the consumer can understand and empathize with the characters in the story and, therefore, identify with the brand’s social media personality. In this course, students explore the elements of the story and the approaches used to develop content. Understanding the impact of individual channels on a strategy for integrated marketing communications and positioning allows the marketer to allocate budgets more effectively and efficiently.

COMM 6501 - Brand and Product Management

(3 sem. cr.)
Key differences exist between brand and product management, and, yet, both are crucial to the success of a product or service. In this course, students will explore the many elements of brand management, including brand architecture, the development and sustainability of the brand, brand positioning, and the perceived value of the brand. Students analyze competitive information, and they learn to apply that knowledge in areas such as product differentiation. Throughout the course, students also will examine the critical business skills, tools, and techniques necessary for effective product management. The focus of this course is on the stages of a product’s lifecycle, consumer demand and pricing, multichannel product management, and the fundamentals of profit and loss management.

COMM 6502 - Practices in Project Management

(3 sem. cr.)
Students in this course are introduced to the knowledge, skills, tools, and techniques needed to successfully manage projects throughout the life of a project, known as the project life cycle. By learning about the project management Knowledge Areas and
Process Groups as well as the distinguishing characteristics of each, students gain an appreciation for how these two dimensions of project management interact in initiating, planning, executing, monitoring and controlling, and closing a project.

COMM 6503 - Stakeholder Management and Organizational Behavior

(3 sem. cr.)
One role of the project manager is to lead teams in complex and diverse organizational settings while concurrently communicating with all stakeholders. In this course, students analyze this dual role and examine how individual and group behavior impacts organizational effectiveness. They discover how using influence, rather than organizational power, leads to more successful project management. Students learn ways to design projects to support organizational goals and how to build and engage organizational capital (intellectual, human, physical, financial, and structural). They also apply stakeholder management practices to engage in and manage relationships with the community of project stakeholders.

COMM 6504 - Managing People and Promoting Collaboration

(3 sem. cr.)
Contemporary business environments are increasingly competitive, global, fast paced, and knowledge intensive. In these environments, effective use of human capital is vital to an enterprise’s success and survival. In this course, students explore practical issues related to developing individuals and managing collaboration and examine the skills and strategies necessary to address them effectively. Students examine ethical and legal implications of managing a diverse workforce including issues that arise from cross-cultural differences and virtual work settings. The importance of communication as a tool to manage internal and external relationships is emphasized as it relates to the effectiveness of managing people to achieve organizational goals. Topics include planning and executing staffing strategies, developing individuals, fostering positive work environments, creating and sustaining teams, maintaining influence in the organization, managing a global workforce, managing programs for productivity improvement, and planning and managing the human side of organizational change.

COMM 6505 - Fostering a Culture of Innovation♦

(3 sem. cr.)
In today’s complex and uncertain environment, innovation is important to achieving business success. In this course, students examine how to be effective creative leaders who can readily apply imagination to resolve complex problems. Additionally, students explore methods to establish a work environment conducive to creative thinking. Students gain a set of proven methods, skills, and strategies that enable innovative breakthroughs to occur in a much more deliberate and predictable manner.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a
program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COMM 6506 - Personal Leadership: Mentoring and Coaching

(3 sem. cr.)
Mentoring requires an understanding and integration of many theories, including leadership, interaction, and communication, that support the development of effective leaders. Students in this course are helped to understand and apply skills of effective mentoring, such as active listening, learning, empowering, and enabling change. Students engage in practical exercises, such as using feedback to create interactive dialogue and asking questions to acquire a deeper understanding of mentoring and coaching processes. In consideration of modern and virtual environments, students explore the challenges of mentoring or coaching individuals in a virtual or team setting.

COMM 6507 - Analysis and Communication for the Financial Professional

(3 sem. cr.)
An essential skill for nearly all financial professionals is the ability to effectively communicate with the organization to manage internal and external relationships. The emphasis of this course is on the importance of communication in finance. The aim of the course is to provide students with the opportunity to practice using the tools required for effectual and efficient presentation of information while gaining critical-thinking, reading, and scholarly-writing skills. Students explore various written and presentational forms of communication that financial professionals use within organizational and managerial settings. Students examine techniques for developing and presenting white papers, memoranda used to communicate issues and recommendations to management, and financial and nonfinancial information. They study concepts in balanced communication coverage and how to adapt to constantly changing modes of communication, including social networking, blogging, and using professional organizations and training programs to their advantage. Through these activities, students gain a better understanding of the roles and responsibilities of the financial professional as well as the ethical methodologies required to maintain a professional obligation to the community and their clients.

COMM 6508 - Information Technology in the Organization

(3 sem. cr.)
Through a review of modern computer systems and the social and economic issues related to their use, students in this course are introduced to the conceptual foundations for designing, developing, and deploying large-scale management information systems. They investigate the role of information technology in an organization—particularly the collection, storage, and distribution of information for operations, planning, and decision making.
COMM 6509 - Training and Development

(3 sem. cr.)
The ability to manage and deliver training is an essential skill for human resource and performance improvement professionals. In this course, educators explore models, techniques, and best practices for managing and delivering training systems and modules. They focus on a range of topics, including managing the learning environment, selecting appropriate materials and assessments, and tracking learner performance and completion. Educators also explore technologies that support the planning, presenting, and managing of instructor-led and self-directed courses and training systems in face-to-face and virtual environments.

COMM 6510 - Managing a Sustainable Small Business

(3 sem. cr.)
Small businesses make up a large majority of all businesses in the United States. Students in this course are presented with the fundamentals of successfully establishing a sustainable small business enterprise. They address small business organization, operation, management, and sustainability. Business topics in the areas of planning, accounting, finance, and marketing are analyzed through the lens of the small business organization. Students analyze the unique relationships between government and small businesses. Topics include how to identify what determines the status of being a small business with local, state, and federal government agencies as well as how small businesses apply sustainable practices to be profitable. Students investigate the crucial role that technology plays in managing small business operations and evaluate popular software applications for efficiently managing those functions.

COMM 6900 - Communication Capstone

(3 sem. cr.)
Students in this course incorporate theory in practice to synthesize knowledge gained throughout the program. Through the creation of a communication research project, students examine how a communication professional can influence others to enhance positive social change in both organizations and communities. In addition, students reflect on their own communication strengths and opportunities, and develop a communication action plan. Through the completion of the research project and action plan, students have the opportunity to create portfolio pieces.
Prerequisites
- All required core and elective courses

COUN 6100 - Introduction to Mental Health Counseling

(5 cr.)
Students are introduced to the mental health counseling profession in this course.
Students explore the history, philosophy, and theoretical foundations of the profession, as well as the scope of practice, credentialing, and other professional issues. The focus of this course is on students as future mental health counselors. Students receive an overview of the mental health counseling program, the profession, and professional competencies.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 6101 - Foundations for Graduate Study in Counseling

(1 cr.)
Students in this course are introduced to Walden University and to the requirements for successful participation in an online curriculum. They are provided with a foundation for academic and professional success as scholar-practitioners and social change agents. Topics include the relation of mission and vision to professional goals; development of the Professional Development Plan; strategies for online success; introduction to the online library; and introduction to critical thinking, professional writing, and academic integrity. The focus of course assignments is on the practical application of writing and critical-thinking skills and the promotion of professional and academic excellence as they relate to practice in counseling.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 6102 - Introduction to Career Counseling

(5 cr.)
In today's unstable economy and fluctuating job market, individuals must contend with a gamut of challenges, including forced early retirement, working past retirement, changing jobs, and seeking further education to start new careers. For these reasons, counselors are often needed to help such individuals work through these issues. Through this course, students are introduced to the career counseling profession, including the history, philosophy, and theoretical foundations. They also explore the scope of practice, credentialing, and other professional issues. Through written assignments and other application-focused activities, students assess theories and issues specific to the career counseling role and consider their future in a professional context.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 6103 - Introduction to Addiction

(5 cr.)
Students in this course are introduced to aspects of professional functioning as addiction counselors, including but not limited to role setting of addiction counselors; history,
philosophy, and trends in addiction counseling; professional standards for addiction counselors; effects of crises and trauma-causing events on persons with addictions; self-care; and ethical and culturally sensitive practice of addiction counseling. Students also explore competencies, credentialing, and other professional issues. Students explore the future as addiction counselors as well as an overview of the addiction counseling profession.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 6110 - Foundations of Graduate Study in School Counseling♦

(1 cr.)
Students in this course are introduced to Walden University and to the requirements for successful participation in an online curriculum. Students are provided a foundation for academic and professional success as scholar-practitioners and social change agents. Topics include the relation of mission and vision to professional goals; development of the program of study and Professional Development Plan; strategies for online success; introduction to the online library; and introduction to critical thinking, professional writing, and academic integrity. Students view the New Student Orientation and read and agree to the Counseling Student Guide. The focus of the course assignments is on the practical application of writing and critical-thinking skills and the promotion of professional and academic excellence as they relate to practice in school counseling.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 6111 - Introduction to School Counseling♦

(5 cr.)
This is a foundation course designed to introduce students to the school counseling profession. Students taking the course explore the history of the profession; the roles, functions, and professional identity of the school counselor; and the current models of school counseling programs such as the American School Counselor Association (ASCA) national model. Students develop knowledge of the current issues and directions for the profession, as well as the requirements and challenges of being a professional school counselor.

Prerequisites
  • COUN 6101

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 6145 - Crisis Management♦
Small- and large-scale disasters of all types continue to abound. Communities need trained individuals who are prepared to respond to such incidents and who can help plan for future disasters as well as train others to plan and respond. In this course, students learn the fundamentals of crisis management and crisis leadership. They develop an understanding of the theories and models related to crises, disasters, and other events caused by trauma. Students also learn about ethical, legal, and diversity considerations in crisis and trauma response. Through analyses of topical literature, applications, and discussions, students gain a practical understanding of the models for training and supporting other counselors in the areas of crisis response applicable to community, national, and international crises. Employing concepts learned in the course, students develop a crisis management plan for their own community.

Prerequisites

MS in Clinical Mental Health Counseling
- COUN 6785
- COUN 6730

MS in School Counseling
- COUN 6322
- COUN 6320

MS Dual Degree in Clinical Mental Health Counseling and School Counseling
- COUN 6730D
- CPLB 601L

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

COUN 6201 - Introduction to Marriage, Couple, and Family Counseling

Counselors seeking to work with couples and families must understand the changing landscape of family dynamics and the diverse perspectives through which they must practice. Students in this course are introduced to the specialty area of marriage, couple, and family counseling, and they receive an orientation to professional organizations, preparation standards, credentials relevant to the specialty area, and legal and ethical issues. Students explore the history, philosophy, and trends in marriage, couple, and family counseling and examine a variety of theoretical perspectives, techniques, and related concepts, such as systems, family development, wellness, and family lifecycle. Through topical literature, case studies, and shared experiences, students assess societal trends and treatment issues related to working with multicultural and diverse family systems. They also consider future trends and potential challenges in the field.

COUN 6201A - Introduction to Marriage, Couple, and Family Counseling
Students are introduced to the specialty area of marriage, couple, and family counseling in this course. They are provided an orientation to professional organizations, preparation standards, and credentials relevant to the specialty area. Through this course, students will be exposed to the history, philosophy, and trends in marriage, couple, and family counseling. A variety of theoretical perspectives, techniques, and related concepts (e.g., systems, family development, wellness, and family life cycle) are reviewed. Societal trends and treatment issues related to working with multicultural and diverse family systems are explored. Legal and ethical issues related to working in this specialty area are addressed.

**COUN 6202 - Theories, Treatment, and Case Management of Addiction**

Students in this course explore treatment intervention and case management strategies for addiction counseling, using various models of treatment, recovery, relapse prevention, and continuing care for addictive disorders. They learn treatment principles and philosophies of addiction-related programs, and they increase self-awareness as addiction counselors by assessing their own limitations; recognizing when they need additional resources and support; and knowing when and where to refer clients when appropriate. In addition, students examine substance abuse policies and regulatory processes that influence service delivery in addiction counseling.

**Prerequisites**

- MS in Clinical Mental Health Counseling
  - COUN 6785
  - COUN 6730

- MS in School Counseling
  - COUN 6322
  - COUN 6320

- MS Dual Degree in Clinical Mental Health Counseling and School Counseling
  - COUN 6730D
  - CPLB 601L

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**COUN 6204 - Assessment in Counseling and Addiction**

Students receive an overview of the different types of diagnostic and assessment tools used in addictions counseling based on professional standards for testing. Students engage in a comprehensive examination of psychometric properties used to develop and evaluate these instruments. They learn various models and approaches to clinical
evaluations for addictive disorders and examine the appropriate use of assessments for addictions. Moreover, students learn how to assess for a biopsychosocial and spiritual history, and they address ethical, legal, and sociocultural issues, including cultural bias and fairness.

Prerequisites

**MS in Clinical Mental Health Counseling**

- COUN 6785
- COUN 6730

**MS Dual Degree in Clinical Mental Health Counseling and School Counseling**

- COUN 6730D
- CPLB 601L

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**COUN 6210 - Ethics and Legal Issues in School Counseling**

(5 cr.)

In this course, students are provided with an introduction to the field of professional counseling and the foundations of school counseling. Students address the following topics: history, philosophy, client and counselor advocacy with an emphasis on the counselor’s role as social change agent, cultural dynamics, consultation, and trends in professional counseling. The counseling profession’s ethical standards are also addressed with an emphasis on the American School Counselor Association and American Counseling Association code of ethics and counselor ethical decision-making processes.

Prerequisites

- COUN 6301

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**COUN 6214 - Lifespan Development**

(5 cr.)

In this course, students are provided with an advanced overview of development through the lifespan, including prenatal, childhood, and adolescent phases. Basic developmental processes and theories are examined and applied to developmental milestones that occur within these phases of development. Themes of diversity are highlighted throughout the course. Additional topics include ethics, research, global perspectives, and social change.

Prerequisites

- COUN 6210
Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 6215 - Lifespan Development♦

(5 cr.)
In this course, students are provided with an overview of development through the lifespan, including childhood, adolescence, adulthood, and aging experiences. Physical, social, emotional, and cognitive issues are covered, as well as the expected developmental milestones during each of these phases of development. The latest research in attachment theory, brain research, and aging is included, and themes of diversity issues related to developmental research are highlighted throughout the course.
Prerequisites
MS in Clinical Mental Health Counseling
- COUN 6316
- COUN 6306
- COUN 6723
MS Dual Degree in Clinical Mental Health Counseling and School Counseling
- COUN 6311
- COUN 6360

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 6250 - Group Process and Dynamics♦

(5 cr.)
Group work is an effective counseling method that allows group members to share perspectives and provide useful feedback and information in a structured setting. Using relevant literature, multimedia resources, and a scholar-practitioner model, students examine stages of group process; group dynamics; and ethical, legal, and training standards. Students examine the types of counseling groups as well as the unique leadership skills required for each type of group. Students are provided with a comprehensive review of theoretical approaches applicable to group counseling. Students engage in a variety of practical application assignments and discussions, focusing on the efficacy of using group counseling with multicultural and diverse populations. Students will develop an evidence-based mental health group proposal appropriate for potential implementation in field experience. Students engage in a process of self-reflection to increase self-awareness for enhanced group leadership knowledge and skills.
Group lab is a separate 0-credit, required course that occurs simultaneously with the Group Process and Dynamics course. Students need to ensure that they are enrolled and participating in both courses.

Prerequisites

- COUN 6215
- CPLB 601L

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 6301 - Theories of Counseling♦

(5 cr.)
This course introduces theories of counseling and psychotherapy to prepare students to conceptualize problems and respond with appropriate, evidence-based interventions and techniques. Students will become familiar with the origin, key concepts, and interventions and techniques of each of the theories presented. Students will develop an awareness of how counseling theories drive the treatment process and apply theories to diverse case studies. A major focus of this course is to support students as they develop their personal theoretical orientation.

Prerequisites

- COUN 6110

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 6302 - Counseling Techniques in the Schools♦

(5 cr.)
Students in this course focus on principles and skills related to interviewing and observation as well as related legal, ethical, and cultural issues. Students gain practice in conducting interviews, making behavioral observations, collecting and interpreting data during an interview, and developing written reports of findings.

Prerequisites

- COUN 6111
- COUN 6301

Note: In addition to the course materials listed by the university bookstore, students are required to have access to a video recording device, a tripod, and an audio recording device, which they will begin using the first week of class.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
COUN 6306 - Ethics and Legal Issues in Counseling♦

(5 cr.)
Students in this course are provided with an introduction to the field of professional counseling and the foundations of counseling. Students explore the history, philosophy, cultural dynamics, and trends in professional counseling. They examine consultation as well as client and counselor advocacy, focusing on the counselor’s role as social change agent. Students also examine and apply ethical standards of the counseling profession, including the American Counseling Association (ACA) Code of Ethics and counselor ethical decision-making processes. Through a final reflective project designed to influence their future ethical framework, students define their ethical perspectives, including influences, values, and goals.

Prerequisites
• COUN 6722

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 6311 - Leadership, Advocacy, and Consultation in the Schools♦

(5 cr.)
Students in this course explore the role of leader and consultant in a school setting. The development of a data-driven comprehensive school counseling program is emphasized in this course along with specific strategies for communicating with key stakeholders, working to close the achievement gap, and working within the mission of schools to advocate for student needs.

Prerequisites
MS in School Counseling
• COUN 6302

MS Dual Degree in Clinical Mental Health Counseling and School Counseling
• COUN 6316
• COUN 6306

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 6312 - Multicultural Counseling♦

(5 cr.)
Students in this course have the opportunity to increase their awareness, knowledge, skills, and advocacy related to working with clients from a multicultural perspective. Students foster self-understanding of their own cultural-identity development, biases, stereotypes, values, and strengths while gaining self-awareness of the effects of power,
privilege, and marginalization within the counseling relationship. Further, students can gain knowledge of various issues within diversity. Students explore various theories of multicultural counseling and the role of social justice and advocacy in counseling.

Prerequisites
- COUN 6311

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 6314 - Program Evaluation

(5 cr.)
The skills required to assess research and work effectively with stakeholders are among the many proficiencies required of professionals who evaluate and develop programs. In this course, students examine these skill sets as well as the history, theory, and major approaches underlying program evaluation. Students learn how to select appropriate quantitative and/or qualitative models and techniques to perform evaluations, demonstrate program effectiveness, and disseminate results. Additionally, students explore the procedures and techniques involved in offering their evaluation services to a specific group or organization. They also examine strategies to gain stakeholder interest in developing appropriate standards, research progress, and evaluation outcomes. Students acquire practical experience evaluating a program of interest through which they outline organizational structure, identify stakeholders, employ evaluation models, explain steps in planning, and predict possible challenges or stakeholder fears, for which they recommend solutions.

Prerequisites
- COUN 6305
- COUN 6310

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 6316 - Techniques in Counseling

(5 cr.)
Personal attitudes, values, and beliefs often affect a counselor's ability to establish an appropriate relationship and rapport with clients. In this course, students learn to evaluate their personal attitudes and beliefs to positively influence their counseling approaches. They explore principles and skills related to interviewing and observation, and they examine related legal, ethical, and cultural issues. Students gain practice in conducting interviews, making behavioral observations, collecting and interpreting data during an interview, and developing written reports of findings. Synthesizing concepts, skills, and personal reflections, students demonstrate their ability to engage in a
counseling session using techniques learned throughout the course.

Prerequisites
MS in Clinical Mental Health Counseling
- COUN 6722

MS Dual Degree in Clinical Mental Health Counseling and School Counseling
- COUN 6111

Note: Students are required to have access to a video recording device, a tripod, and an audio recording device, which they will begin using the first week of class.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 6317 - Child and Adolescent Counseling
(5 cr.)

Students in this course are provided with an overview of empirically supported theories and techniques for working with children and adolescents in the counseling process. The course is designed to enhance students' theoretical and practical understanding of the systemic interplay among children, adolescents, families, and the stakeholders in their lives. Emphasis is given to a family-systems view of intervention, with specific attention to developmental, cognitive, behavioral, educational, multicultural, and environmental issues. Students will be exposed to a distinct group of empirically supported interventions aimed at improving individual and family functioning. Legal and ethical issues related to counseling children and adolescents will be explored.

Prerequisites
MS in School Counseling
- COUN 6311
- SPLB 671L

MS Dual Degree in Clinical Mental Health Counseling and School Counseling
- COUN 6626
- CPLB 601L

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 6320 - Group Counseling and Guidance in the Schools
(5 cr.)

In this course, students are prepared to work with groups in school settings. They examine group theory, process, and dynamics and apply them through the creation of a small group plan. Using relevant literature, media resources, and practitioner based approach, students develop an understanding of ethically, culturally, and contextually relevant group practice, group leaders' roles and responsibilities, the relevance and
purpose of group work, and strategies for using groups to foster social change.

Prerequisites
- COUN 6317
- SPLB 671L

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 6322 - Crisis, Trauma, and Disaster Response♦

(5 cr.)
This course is designed to provide students with an understanding of the personal and systemic impact of crises, disasters, and other trauma-causing events on children, adolescents, and families within schools and communities. Students examine theories and response models as they relate to sexual trauma, crisis in individuals and families, crisis in the community, crisis in the school, and crisis in the nation and in the world. They explore topics including crisis assessment, counselor competencies, vicarious trauma and countertransference, specific related diagnoses, and advocacy. Students consider cultural, legal, and ethical issues related to crisis, trauma, and disaster events and response.

Prerequisites
- COUN 6311
- SPLB 671L

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 6324 - Assessment in Counseling and Education♦

(5 cr.)
Students in this course are provided with an overview of individual and group approaches to assessment and evaluation used in a variety of counseling and educational settings. Students examine the psychometric properties used to develop and evaluate these instruments. Topics include a historical perspective of assessment, basic concepts of standardized and nonstandardized testing, measures of central tendency, normative sampling and standardization, reliability and validity, assessment report writing, test score interpretation, and test construction. Students also address the ethical, legal, and multicultural issues related to selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.

Prerequisites
- COUN 6317
- SPLB 671L
- COUN 6322
Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 6326 - Research and Program Evaluation♦

(5 cr.)
Students in this course are introduced to evaluation research and provided with a foundation in the design of qualitative, quantitative, and mixed-method approaches to counseling research and evaluation. Students learn the strengths and limitations of each method and under what circumstances each design would be most appropriate. They consider the importance of scholarly writing and learn how to identify a topic for research and how to conduct a literature search. Students explore the history and theory underlying program evaluation, approaches to evaluation, and techniques used to perform the evaluation and demonstrate program effectiveness. Additionally, students explore the procedures involved in offering their evaluation services to a specific group or organization. They also examine strategies to gain stakeholder interest in developing appropriate standards, research progress, and evaluation outcomes. Students gain hands-on experience developing a research proposal in which they address key elements, such as collecting and analyzing data, writing an introduction, stating a purpose for the study, identifying research questions and hypotheses, using theory, and communicating the significance of the study. Additionally, students consider the legal and ethical issues associated with human subjects’ protection.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 6328 - Research and School Counseling Program Evaluation♦

(5 cr.)
Students in this course are provided with a foundation in research methods, statistical analysis, needs assessment, and program evaluation in counseling. They are introduced to qualitative, quantitative, and mixed-method approaches; single case designs; action research; and outcomes research. Students can learn how to identify a topic for research, conduct a literature search, and use research to inform evidence-based practice. They also learn the importance of scholarly writing. Students examine the principles, models, and applications of needs assessment and program evaluation, and they learn to use the findings to effect program modifications. Emphasis will also be on the ethically and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies. Statistical methods used in conducting research and program evaluation are reviewed.

Prerequisites
- COUN 6320
- COUN 6324
COUN 6333 - Vicarious Trauma and Compassion Fatigue

(5 cr.)
This course is designed to provide students with an understanding and awareness of vicarious trauma and compassion fatigue for first responders. Students examine intervention strategies and models of treatment and prevention of vicarious trauma and compassion fatigue through the lens of counselor educator, supervisor, and clinician. Assignments include conducting a needs assessment and examining the use of standardized instruments. Students propose social change recommendations related to vicarious trauma and compassion fatigue to promote informed and competent trauma-response helping professionals. Students emphasize the ethical, legal, multicultural, and spiritual implications for wellness and self-care, including personal, professional, and organizational elements. As a final project, students interview a first responder and develop an organizational wellness plan for his or her setting.

Prerequisites
MS in Clinical Mental Health Counseling
- COUN 6785
- COUN 6730
- CPBL 602L

MS Dual Degree in Clinical Mental Health Counseling and School Counseling
- COUN 6730
- CPLB 601L

COUN 6336 - Crisis, Trauma, and Disaster Response

(5 cr.)
This course is designed to provide students with an understanding of the personal and systemic impact of crises, disasters, and other trauma-causing events on individuals, couples, families, and communities. Students examine theories and response models as they relate to sexual trauma, crisis in individuals and families, crisis in the community, and crisis in the nation and in the world. They explore and discuss topics related to counselor competencies, vicarious trauma and counter transference, specific diagnoses, and advocacy. Students also engage in assignments designed to provide practical application of crisis assessment. Through contemporary articles and case studies, they consider and discuss cultural, legal, and ethical issues related to crisis, trauma, and
disaster events and response.

Prerequisites
- COUN 6785
- COUN 6730
- CPBL 602L

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 6346 - Child and Adolescent Counseling

(5 cr.)
In this course, students examine empirically supported theories and techniques for working with children and adolescents in the counseling process. Students work toward enhancing their theoretical and practical understanding of the systemic interplay among children, adolescents, families, and the stakeholders in their lives. They engage in coursework and readings focused on a family-systems view of intervention, and they devote special attention to developmental, cognitive, behavioral, educational, multicultural, and environmental issues. Students assess a distinct group of empirically supported interventions aimed at improving individual and family functioning. They also explore the legal and ethical issues related to counseling children and adolescents.

Prerequisites
- COUN 6785
- COUN 6730

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 6346A - Child and Adolescent Counseling

(5 cr.)
In this course, students are provided with an overview of empirically supported theories and techniques for working with children and adolescents in the counseling process. The course is designed to enhance students' theoretical and practical understanding of the systemic interplay among children, adolescents, families, and the stakeholders in their lives. Emphasis is given to a family-systems view of intervention, with specific attention to developmental, cognitive, behavioral, educational, multicultural, and environmental issues. Students will be exposed to a distinct group of empirically supported interventions aimed at improving individual and family functioning. Legal and ethical issues related to counseling children and adolescents will be explored.

COUN 6351 - Psychological Assessment: Personality
Students in this course are introduced to basic skills related to assessment of personality and social-emotional functioning. Students are presented with theoretical basis, skill sets, and examples, and they learn to establish and maintain rapport in a testing situation; administer, record, and score specific measures of personality and social-emotional functioning; interpret test results; and summarize results in a written report. The focus is on applied aspects of psychological testing.

**Prerequisites**
- Matriculation into the Counseling Psychology or Clinical Psychology specializations, or MS in Clinical Mental Health Counseling students by permission; a grade of "B" or better in COUN 6315 or in another graduate course in tests and measurements.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**COUN 6354 - Academic and Career Counseling**

(5 cr.)
Academic and career counselors are concerned with student life on all levels to support the personal and educational development of each student. Students in this course examine educational, developmental, and counseling theories related to academic and career counseling. The focus of this course is on academic and career development from elementary school through college. Students will explore intellectual and emotional intelligence, multicultural issues, attitudes, values, and psychosocial needs of the life-long learner. Students will gain skills required to assist a highly diversified student body in academic planning, career exploration, decision making, and personal growth.

**Prerequisites**
- SPLB 671L
- COUN 6322
- COUN 6320

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**COUN 6356 - Advanced Theory and Application in Marriage, Couples, and Family Counseling**

(5 cr.)
This is an advanced course in the study and application of family systems theory. Students apply content knowledge gained in earlier courses 6201/6726 and other core courses to complex and comprehensive case studies. The case studies are rich and inclusive of current issues in family and couples counseling, such as the impact of
technology, crisis intervention, addiction, school and community factors, ethical
dilemmas, socio-cultural considerations, and issues related to social justice and
advocacy. Students engage in the processes of clinical assessment, treatment planning,
goal writing, care coordination, discharge planning, clinical documentation, ethical
practice, and safety planning. Course work also cultivates students' case
conceptualization and case presentation skills.

Prerequisites
- COUN 6722
- COUN 6316

*Students may take this as a non-degree course, which means they do not have to be enrolled in a
program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more
information.*

**COUN 6360 - Assessment in Counseling and Education**

(5 cr.)
Assessments are important tools that counselors use to gain information about clients
and to aid practice. Therefore, counselors must know what assessment tools are
available; have the ability to read, interpret, and analyze results of tests; and keep
abreast of changing trends in working with assessments as well as new assessment tools
and changes in technology. Students in this course are provided with an overview of
assessments used in counseling and education as well as the responsibilities of
counselors using assessments. Students learn about the different types of tests used in
clinical, educational, and organizational settings, and they examine the psychometric
properties used to develop and evaluate these instruments. They also explore
normative sampling and standardization, reliability and validity, test score interpretation,
and test development. Additionally, students assess and discuss ethical, legal, and
sociocultural issues, including cultural bias and fairness. A foundation for the course is
professional standards for testing.

Prerequisites
**MS in Clinical Mental Health Counseling**
- COUN 6316
- COUN 6306

**MS Dual Degree in Clinical Mental Health Counseling and School Counseling**
- COUN 6316
- COUN 6306
- COUN 6723

*Students may take this as a non-degree course, which means they do not have to be enrolled in a
program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more
information.*

**COUN 6361 - Human Sexuality**
(3 cr.)
Students in this course examine the place of sexuality in human life, including the
influences of biological, psychological, social, and cultural factors. Students look
particularly at the interface of sexual issues in clinical work. Special attention is paid to
the issues of gender, culture, sexual health, and sexual dysfunction from
a sexological perspective. This course is as much about learning about human sexuality
and helping clients with sexual issues as it is about exploring students’ own ideas, values,
bases, and discomfort about sex and sexuality. It is both an academic, intellectual
journey and a personal adventure.
Prerequisites
MS in Clinical Mental Health Counseling
  • COUN 6785
  • COUN 6730
MS in School Counseling
  • COUN 6322
  • COUN 6320
MS Dual Degree in Clinical Mental Health Counseling and School Counseling
  • COUN 6730D
  • CPLB 601L

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a
program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more
information.

COUN 6361S - Human Sexuality♦

(3 cr.)
Students are provided with a framework for understanding human sexuality in the
context of couple, marriage, and family counseling in this course. Students explore
empirically supported counseling approaches related to sexual functioning, intimacy,
gender, and sexual orientation. They use a systemic framework for understanding the
role and impact of sexuality on couples, marriages, and families. Students also explore
and discuss specific topics related to issues of sexual diversity, gender identity, sexual
offending, trauma, and victimization. Legal and ethical issues related to addressing
sexuality in counseling are addressed.
♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a
program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more
information.

COUN 6401 - School Counseling Practicum

(3 cr.)
The Counseling Practicum is an introduction to the capstone experience. During the
practicum course, students begin to synthesize and apply the knowledge, skills, and
professional dispositions learned throughout their program of study. Students must
secure a field experience site, apply with the Office of Field Experience within the published application window, and earn approval before being eligible for practicum enrollment. Once enrolled, students will spend a minimum average of 8–10 hours per week at the site that they have secured. They will complete direct counseling hours, weekly individual or triadic supervision with their site supervisor, administrative duties, and other activities as assigned by the site. Concurrently, students will participate in weekly case conceptualization activities, 2 hours of group supervision per week with their faculty supervisor, and other clinically relevant assignments directly related to the work at the site. There are multiple synchronous components in this course. Students must be prepared to be flexible in meeting the demands of this course.

Prerequisites

- CPBL 602L
- Approval from the Office of Field Experience

COUN 6402 - Working With Military Spouses, Families, and Children♦

(5 cr.)
The nature of military work responsibilities impacts not only military personnel but their families as well. Frequent family relocations, extensive deployments, parent-child separation, and high-risk jobs all contribute to unique family dynamics. This course is designed to educate students about the experience and unique support needs of military personnel and their families.

Prerequisites

MS in Clinical Mental Health Counseling
- COUN 6785
- COUN 6730

MS in School Counseling
- COUN 6322
- COUN 6320

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 6404 - Military Culture♦

(5 cr.)
This course is designed to provide students with an understanding of military culture. The focus of this course is on understanding the world of work for military personnel; the sociocultural identity development of military personnel; the experience of military families; support for military personnel and their families; and socioeconomic and other lifestyle challenges for military personnel. As a result of this course, students will be more informed about the mental health and social support needs of these populations.
Prerequisites
MS in Clinical Mental Health Counseling
- COUN 6785
- COUN 6730
MS in School Counseling
- COUN 6322
- COUN 6320

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 6404F - Military Culture♦

(5 cr.)
This course is designed to provide students with an understanding of military culture. The focus of this course is on understanding the world of work for military personnel; the sociocultural identity development of military personnel; the experience of military families; support for military personnel and their families; and socioeconomic and other lifestyle challenges for military personnel. As a result of this course, students will be more informed about the mental health and social support needs of these populations.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 6404S - Military Culture♦

(5 cr.)
This course is designed to provide students with an understanding of military culture. The focus of this course is on understanding the world of work for military personnel; the sociocultural identity development of military personnel; the experience of military families; support for military personnel and their families; and socioeconomic and other lifestyle challenges for military personnel. As a result of this course, students will be more informed about the mental health and social support needs of these populations.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 6406 - Working With Military Spouses, Families, and Children

(5 cr.)
The nature of military work responsibilities impacts not only military personnel but their families as well. Frequent relocations, extended deployments, parent-child separation, and high-risk jobs all contribute to unique family dynamics. This course is designed to educate students about the experience and unique support needs of military personnel and their families.
COUN 6500 - School Counseling Internship I

(3 cr.)
Counseling Internship I is the first of a two-part capstone experience. During the Internship I course, site and faculty supervisors guide and evaluate students on their ability to synthesize and apply the knowledge, skills, and professional dispositions learned throughout their program of study. Students must secure a field experience site, apply with the Office of Field Experience within the published application window, and earn approval before being eligible for Internship I enrollment. Once enrolled, students will spend a minimum average of 25–35 hours per week at the site that they have secured. They will complete direct counseling hours, weekly individual or triadic supervision with their site supervisor, administrative duties, and other activities as assigned by the site. Concurrently, students will participate in weekly case conceptualization activities, 2 hours of group supervision per week with their faculty supervisor, and other clinically relevant assignments directly related to the work at the site. There are multiple synchronous components in this course. Students must be prepared to be flexible in meeting the demands of this course.
Prerequisites
- Office of Field Experience approval required

COUN 6501 - School Counseling Internship II

(3 cr.)
Counseling Internship II is second of a two-part capstone experience. During the Internship II course, site and faculty supervisors guide and evaluate students on their ability to synthesize and apply the knowledge, skills, and professional dispositions learned throughout their program of study. Students must secure a field experience site, apply with the Office of Field Experience within the published application window, and earn approval before being eligible for Internship II enrollment. Once enrolled, students will spend a minimum average of 25–35 hours per week at the site that they have secured. They will complete direct counseling hours, weekly individual or triadic supervision with their site supervisor, administrative duties, and other activities as assigned by the site. Concurrently, students will participate in weekly case conceptualization activities, 2 hours of group supervision per week with their faculty supervisor, and other clinically relevant assignments directly related to the work at the site. There are multiple synchronous components in this course. Students must be prepared to be flexible in meeting the demands of this course.
Prerequisites
- Successful completion of Counseling Internship I
- Office of Field Experience approval required

COUN 6511 - Treatment of Forensic Populations
In this course, students gain the foundational knowledge necessary to evaluate and subsequently treat many different forensic populations, such as sex offenders, substance abusers, and white-collar criminals. Students analyze the use of traditional forms of intervention, including individual and group psychotherapy, as well as recent developments in intervention, such as restorative justice. Applying concepts and theories learned in the course, students develop a project scenario in which they feature an offender and describe treatment approaches as well as related ethical, legal, and multicultural factors that may impact treatment. Reflecting on the course, students also consider and discuss professional identity and goals.

Prerequisites
MS in Clinical Mental Health Counseling
- COUN 6785
- COUN 6730

MS Dual Degree in Clinical Mental Health Counseling and School Counseling
- COUN 6730
- CPLB 601L

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 6512 - Juvenile Justice, Delinquency, and Development

In this course, students focus on the various aspects of the juvenile justice system and the population that it serves. Students experience an overview of development theories, such as biological, cognitive, social-emotional, and social. Students apply these theories to cases of juvenile delinquency to determine appropriate prevention, treatment, and intervention strategies. They examine juvenile justice codes, case law, and effective methods for reporting offenses. Students also explore the changing landscape of the juvenile justice field based on current research of its population. Using theories presented in the course, students develop a delinquency-prevention or treatment program for their community, focusing on the underlying goal of social justice and change.

Prerequisites
MS in Clinical Mental Health Counseling
- COUN 6785
- COUN 6730

MS Dual Degree in Clinical Mental Health Counseling and School Counseling
- COUN 6730
- CPLB 601L

Students may take this as a non-degree course, which means they do not have to be enrolled in a
COUN 6512A - Juvenile Justice, Delinquency, and Development

(5 cr.)
The focus of this course is on the various aspects of the juvenile justice system and the population that it serves. As such, a thorough understanding of normal juvenile development is provided as a backdrop in which to better apply current juvenile justice codes and case law. The changing landscape of the juvenile justice field based on current research with its population will be covered.

COUN 6626 - Research Methodology and Program Evaluation

(5 cr.)
Students in this course are introduced to evaluating professional counseling research and provided with a foundation in program evaluation. Analysis of counseling literature is used to demonstrate the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice. Students learn to distinguish between quantitative, qualitative, and mixed-methods designs, the strengths and limitations of each method, and under what circumstances each design would be most appropriate. Additionally, students consider the ethical and cultural issues associated with research involving human subjects. Through evaluating professional literature, students will gain an understanding of designs used in research and program evaluation and the use of data in counseling. Additionally, students explore the ethical underpinnings of program evaluation, approaches to evaluation, and techniques used to perform the assessment of program effectiveness. Students examine the procedures involved in evaluating the needs of a specific group or organization and gain hands-on experience conducting a search for professional counseling literature, developing an annotated bibliography, and identification of evidence-based counseling practices.

Prerequisites

- COUN 6215
- COUN 6720
- CPLB 601L

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 6671 - Counseling Practicum

(3–5 cr.)
The Counseling Practicum is an introduction to the capstone experience. During the practicum course, students begin to synthesize and apply the knowledge, skills, and
professional dispositions learned throughout their program of study. Students must secure a field experience site, apply with the Office of Field Experience within the published application window, and earn approval before being eligible for practicum enrollment. Once enrolled, students will spend a minimum average of 8–10 hours per week at the site that they have secured. They will complete direct counseling hours, weekly individual or triadic supervision with their site supervisor, administrative duties, and other activities as assigned by the site. Concurrently, students will participate in weekly case conceptualization activities, 2 hours of group supervision per week with their faculty supervisor, and other clinically relevant assignments directly related to the work at the site. There are multiple synchronous components in this course. Students must be prepared to be flexible in meeting the demands of this course.

Prerequisites
- All core courses in the program of study
- All residencies
- Approval by the Office of Field Experience

COUN 6682A - Counseling Internship I

(3–5 cr.)
Counseling Internship I is the first course of a two-part capstone experience. By the end of the two courses, students will have conducted 600 hours of focused application of their counseling skills, with 240 of those hours being direct services to their identified population/setting. During the Internship I course, site and faculty supervisors guide and evaluate students on their ability to synthesize and apply the knowledge, skills, and professional dispositions learned throughout their program of study. Students must secure a field experience site, apply with the Office of Field Experience within the published application window, and earn approval before being eligible for Internship I enrollment. Once enrolled, students complete direct counseling hours, weekly individual or triadic supervision with their site supervisor, administrative duties, and other activities as assigned by the site. Concurrently, students participate in course activities each week designed to integrate their experiences at the site into their skills and professional identity as counselors-in-training, as well as participate in 2 hours of group supervision per week with their faculty supervisor and other clinically relevant assignments directly related to the work at the site. There are multiple synchronous components of this course. Students must be prepared to be flexible in meeting the demands of this course.

Prerequisites
- Successful completion of Counseling Practicum
- Approval by the Office of Field Experience

COUN 6682B - Counseling Internship II
Counseling Internship II is the second course of a two-part capstone experience. By the end of the two courses, students will have conducted 600 hours of focused application of their counseling skills, with 240 of those hours being direct services to their identified population/setting. During the Internship I course, site and faculty supervisors guide and evaluate students on their ability to synthesize and apply the knowledge, skills, and professional dispositions learned throughout their program of study. Students must secure a field experience site, apply with the Office of Field Experience within the published application window, and earn approval before being eligible for Internship II enrollment. Once enrolled, students complete direct counseling hours, weekly individual or triadic supervision with their site supervisor, administrative duties, and other activities as assigned by the site. Concurrently, students participate in course activities each week designed to integrate their experiences at the site into their skills and professional identity as counselors-in-training, as well as participate in 2 hours of group supervision per week with their faculty supervisor and other clinically relevant assignments directly related to the work at the site. There are multiple synchronous components of this course. Students must be prepared to be flexible in meeting the demands of this course.

Prerequisites
- Successful completion of Counseling Internship I
- Approval by the Office of Field Experience

COUN 6720 - Diagnosis and Assessment

Students are provided with an overview of what is commonly referred to as abnormal psychology; however, students also consider factors constituting normalcy from multiple perspectives. Students explore the application of diagnostic criteria in various mental health work settings, such as schools, rehabilitation facilities, community agencies, and private practices. Using the scholar-practitioner model, students consider environmental and biological factors contributing to behavioral disorders. Students also examine techniques commonly used for the diagnosis and treatment of cognitive, emotional, and developmental disorders as well as for psychophysiological and psychosocial problems. Though coursework and discussions, students consider multicultural factors that complicate diagnosis as well as current trends and contemporary issues in clinical assessment and diagnosis.

Prerequisites
MS in Clinical Mental Health Counseling
- COUN 6723
- COUN 6360
- CPLB 601L

MS Dual Degree in Clinical Mental Health Counseling and School Counseling
COUN 6311
COUN 6360

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 6721 - Advanced Psychopathology♦

(5 cr.)
In this course, students engage in an in-depth examination of current theory and research associated with major psychological disorders and their diagnoses. Students explore the primary classification systems in terms of their applicability and limitations as well as the factors that impact the assessment, diagnosis, and treatment of disorders along a continuum of mental health. Students engage in practical assignments, focusing on applications of the diagnostic criteria in terms of case conceptualization.
Prerequisites
• COUN 6720

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 6722 - Theories of Counseling♦

(5 cr.)
This course introduces theories of counseling and psychotherapy to prepare students to conceptualize problems and respond with appropriate, evidence-based interventions and techniques. Students will become familiar with the origin, key concepts, and interventions and techniques of each of the theories presented. Students will develop an awareness of how counseling theories drive the treatment process and apply theories to diverse case studies. A major focus of this course is to support students as they develop their personal theoretical orientation.
Prerequisites
• COUN 6101
• COUN 6100

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 6723 - Multicultural Counseling♦

(5 cr.)
Students in this course have the opportunity to increase their awareness, knowledge, skills, and advocacy related to working with clients from a multicultural perspective.
Students foster self-understanding of their own cultural-identity development, biases, stereotypes, values, and strengths while gaining self-awareness of the effects of power, privilege, and marginalization within the counseling relationship. Further, students can gain knowledge of various issues within diversity. Students explore various theories of multicultural counseling and the role of social justice and advocacy in counseling.

**Prerequisites**

**MS in Clinical Mental Health Counseling**
- COUN 6722

**MS Dual Degree in Clinical Mental Health Counseling and School Counseling**
- COUN 6316

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**COUN 6724 - Child Psychotherapy**

*(5 cr.)*

What are some of the special considerations of therapeutic treatment approaches in children? In this course, students have the opportunity to answer this question as they explore the psychological treatment of children from an array of theories and techniques, including play therapy. Students examine and discuss fundamentals and contemporary issues related to playroom organization, intake interviews, psychological assessment, treatment, evaluation, and intervention. They also explore typical play behaviors of children at various levels of development, cross-cultural aspects of play and their meanings as well as issues of cultural sensitivity and ethical practice. Students complete a final written assignment to synthesize course concepts and demonstrate their understanding of child psychotherapy.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**COUN 6726 - Couples and Family Counseling**

*(5 cr.)*

An important skill for clinicians to have is a fundamental understanding of the dynamics and functioning of couples and families. Students in this course are introduced to concepts and applications in theoretical perspectives and techniques, classical schools of thought, and recent developments in couples and family therapy. Students explore culture, gender, and ethnicity factors in family development. They also review and compare theoretical frameworks in couples and family therapy, including psychosocial, psychodynamic, transgenerational, strategic, cognitive-behavioral, and social constructionist models. Additionally, students assess the roles of culture, spirituality, and values in understanding families.
Prerequisites

MS in Clinical Mental Health Counseling
- COUN 6215
- COUN 6720
- CPLB 601L

MS in School Counseling
- COUN 6322
- COUN 6320

MS Dual Degree in Clinical Mental Health Counseling and School Counseling
- COUN 6215
- COUN 6720
- CPLB 601L

⚠️ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 6726S - Couples and Family Counseling♦

(5 cr.)
An important skill for clinicians to have is a fundamental understanding of the dynamics and functioning of couples and families. Students in this course are introduced to concepts and applications in theoretical perspectives and techniques, classical schools of thought, and recent developments in couples and family therapy. Students explore culture, gender, and ethnicity factors in family development. They also review and compare theoretical frameworks in couples and family therapy, including psychosocial, psychodynamic, transgenerational, strategic, cognitive-behavioral, and social constructionist models. Additionally, students assess the roles of culture, spirituality, and values in understanding families.

Prerequisites

MS in Clinical Mental Health Counseling
- COUN 6215
- COUN 6720
- CPLB 601L

MS Dual Degree in Clinical Mental Health Counseling and School Counseling
- COUN 6215
- COUN 6720
- CPLB 601L

MS in School Counseling
- COUN 6322
- COUN 6320
Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 6728 - Substance Abuse Counseling

(5 cr.)
Students in this course examine psychological aspects of addictions involving alcohol, prescription medications, and illegal substances. Current research in the field of dependency and addiction is explored. Topics include diagnosis, models of treatment, treatment planning, use of group and family treatment plans, and efficacy of treatment. Strategies to promote change, including the transtheoretical model of behavior change, are discussed.

COUN 6730 - Counseling Addictive Disorders♦

(5 cr.)
Students are provided with a foundation for counseling clients who have both substance-related and behavioral addictions. In this course, students examine historical perspectives and current trends in addiction treatment, as well as the biological and environmental influences on the etiology of addiction. Techniques and processes for assessment and diagnosis are examined in the context of individual, group, and systemic perspectives, with attention given to developmental and multicultural influences on addiction. Influences of public policy and advocacy on addiction and treatment are also examined.

Prerequisites
MS in Clinical Mental Health Counseling
- COUN 6753
- CPBL 602L

MS in School Counseling
- COUN 6322
- COUN 6320

MS Dual Degree in Clinical Mental Health Counseling and School Counseling
- CPLB 601L
- COUN 6317
- COUN 6753

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 6740 - Disaster, Crisis, and Trauma♦
There is no shortage of natural and human-made disasters, such as war, violence, genocide, and terrorist activities. Individuals and communities impacted by such disasters often need assistance from professionals who understand the social, cultural, and psychological complexities of crisis and trauma. Students in this course investigate how these incidents impact the psychology of individuals and groups. They assess traditional and current literature and complete practical exercises to learn about theories of trauma; actions and behaviors following a disaster; stress, coping, and adjustment difficulties; psychological disorders (e.g., post-traumatic stress disorder); and available resources to deal with trauma. Considering the various ways crisis professionals can promote positive social change, students devote special attention to the importance and development of culturally appropriate, service-delivery programs and interventions for individuals affected and traumatized by disasters.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 6742 - Conflict, Conflict Resolution, and Peace♦

(5 cr.)
Through this course, students engage in a study of conflict, conflict resolution, and peace from psychological and social psychological perspectives. Students examine the concept of conflict and methods of addressing it, including management, resolution, and transformation; theories related to conflict resolution; approaches to conflict resolution, including negotiation and third-party interventions; and social psychological factors that influence conflict and conflict resolution. They also consider the influence of culture in conflict and conflict resolution; the role of ethics; intractable and international conflicts; the concept of peace; and how third-party approaches can contribute to the peace process. Students apply conflict resolution approaches to conflicts at all levels, from interpersonal to those involving whole nations.

Prerequisites
MS in Clinical Mental Health Counseling
- COUN 6785
- COUN 6730

MS Dual Degree in Clinical Mental Health Counseling and School Counseling
- COUN 6730
- CPLB 601L

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 6743 - Psychopharmacology♦
As client advocates, counselors rely on knowledge of psychotropic medications to inform treatment. This course introduces a spectrum of psychotropic medications used in the management of mental, behavioral, and addictive disorders. Students explore medication classification, drug interaction, and side effects. In addition, students distinguish between medical and psychopathological conditions that present in similar ways to addictive disorders. As part of a professional learning community, students collaborate with peers in written scholarly dialogue to explore psychopharmacological intervention in the treatment of addiction and other psychopathologies that may coexist. Students analyze factors that increase the likelihood for a person, community, or group to be at risk for disorders and examine the cultural and contextual factors considered in the ethical treatment of clients. Across counseling specializations, this course builds foundational clinical knowledge of the intersection of counseling and psychotropic medical treatment.

Prerequisites

- COUN 6753
- COUN 6785
- CPBL 602L

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 6753 - Career Counseling

Students in this course are provided with the opportunity to develop practical skills in career and vocational assessment as well as functional knowledge of how career assessment can assist in the exploration and understanding of the interrelationship among work, family, and life roles. They examine major sources of career and work information available on the Internet as well as through printed material and computer-based guidance systems. Gaining practical career counseling experience, students administer, score, and interpret printed and computer-based assessments of career interests, beliefs, and values. Students learn how to integrate career development theory and assessment results with career clinical interventions. They also examine clinical and assessment issues, devoting attention to computer-based applications and multicultural implications.

Prerequisites

MS in Clinical Mental Health Counseling
- COUN 6250
- COUN 6626
- CPLB 601L

MS Dual Degree in Clinical Mental Health Counseling and School Counseling
- COUN 6626
Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 6771 - Counseling Practicum

(3–5 cr.)
The Counseling Practicum is an introduction to the capstone experience. During the practicum course, students begin to synthesize and apply the knowledge, skills, and professional dispositions learned throughout their program of study. Students must secure a field experience site, apply with the Office of Field Experience within the published application window, and earn approval before being eligible for practicum enrollment. Once enrolled, students will spend a minimum average of 8–10 hours per week at the site that they have secured. They will complete direct counseling hours, weekly individual or triadic supervision with their site supervisor, administrative duties, and other activities as assigned by the site. Concurrently, students will participate in weekly case conceptualization activities, 2 hours of group supervision per week with their faculty supervisor, and other clinically relevant assignments directly related to the work at the site. There are multiple synchronous components in this course. Students must be prepared to be flexible in meeting the demands of this course.

Prerequisites
- All core courses in the program of study
- All residencies
- Approval by the Office of Field Experience

COUN 6777 - Essentials of Public Health: A Case Study Approach

(5 cr.)
Students evaluate key aspects of public health, including its history, mission, essential services, core functions, infrastructure, resources, workforce, achievements, challenges, and career options in this course. They explore these facets through case studies, a hypothetical scenario, and journal articles. Although the main focus of this course is on the U.S. public health system, students are also exposed to global issues and views of public health.

COUN 6778 - Social, Behavioral, and Cultural Factors in Public Health

(5 cr.)
Students in this course are presented with an examination and analysis of the major social, behavioral, and cultural variables and issues that affect the health of populations, including community, gender, age, socioeconomic status, race, ethnicity, and
environment, as well as behavioral risks. Research, theoretical, and conceptual frameworks from the social and behavioral sciences are explored as applied to public health problems and the reduction of health disparities.

**COUN 6782A - Counseling Internship I**

(3–5 cr.)
Counseling Internship I is the first course of a two-part capstone experience. By the end of the two courses, students will have conducted 600 hours of focused application of their counseling skills, with 240 of those hours being direct services to their identified population/setting. During the Internship I course, site and faculty supervisors guide and evaluate students on their ability to synthesize and apply the knowledge, skills, and professional dispositions learned throughout their program of study. Students must secure a field experience site, apply with the Office of Field Experience within the published application window, and earn approval before being eligible for Internship I enrollment. Once enrolled, students complete direct counseling hours, weekly individual or triadic supervision with their site supervisor, administrative duties, and other activities as assigned by the site. Concurrently, students participate in course activities each week designed to integrate their experiences at the site into their skills and professional identity as counselors-in-training, as well as participate in 2 hours of group supervision per week with their faculty supervisor and other clinically relevant assignments directly related to the work at the site. There are multiple synchronous components of this course. Students must be prepared to be flexible in meeting the demands of this course.

**Prerequisites**
- Successful completion of Counseling Practicum
- Approval by the Office of Field Experience

**COUN 6782B - Counseling Internship II**

(3–5 cr.)
Counseling Internship II is the second course of a two-part capstone experience. By the end of the two courses, students will have conducted 600 hours of focused application of their counseling skills, with 240 of those hours being direct services to their identified population/setting. During the Internship I course, site and faculty supervisors guide and evaluate students on their ability to synthesize and apply the knowledge, skills, and professional dispositions learned throughout their program of study. Students must secure a field experience site, apply with the Office of Field Experience within the published application window, and earn approval before being eligible for Internship II enrollment. Once enrolled, students complete direct counseling hours, weekly individual or triadic supervision with their site supervisor, administrative duties, and other activities as assigned by the site. Concurrently, students participate in course activities each week designed to integrate their experiences at the site into their skills
and professional identity as counselors-in-training, as well as participate in 2 hours of group supervision per week with their faculty supervisor and other clinically relevant assignments directly related to the work at the site. There are multiple synchronous components of this course. Students must be prepared to be flexible in meeting the demands of this course.

**Prerequisites**
- Successful completion of Counseling Internship I
- Approval by the Office of Field Experience

**COUN 6782D - Counseling Internship I**

(3–5 cr.)
Counseling Internship I is the first course of a two-part capstone experience. By the end of the two courses, students will have conducted 600 hours of focused application of their counseling skills, with 240 of those hours being direct services to their identified population/setting. During the Internship I course, site and faculty supervisors guide and evaluate students on their ability to synthesize and apply the knowledge, skills, and professional dispositions learned throughout their program of study. Students must secure a field experience site, apply with the Office of Field Experience within the published application window, and earn approval before being eligible for Internship I enrollment. Once enrolled, students complete direct counseling hours, weekly individual or triadic supervision with their site supervisor, administrative duties, and other activities as assigned by the site. Concurrently, students participate in course activities each week designed to integrate their experiences at the site into their skills and professional identity as counselors-in-training, as well as participate in 2 hours of group supervision per week with their faculty supervisor and other clinically relevant assignments directly related to the work at the site. There are multiple synchronous components of this course. Students must be prepared to be flexible in meeting the demands of this course.

**Prerequisites**
- Successful completion of Counseling Practicum
- Approval by the Office of Field Experience

**COUN 6782E - Counseling Internship II**

(3–5 cr.)
Counseling Internship II is the second course of a two-part capstone experience. By the end of the two courses, students will have conducted 600 hours of focused application of their counseling skills, with 240 of those hours being direct services to their identified population/setting. During the Internship I course, site and faculty supervisors guide and evaluate students on their ability to synthesize and apply the knowledge, skills, and professional dispositions learned throughout their program of study. Students must
secure a field experience site, apply with the Office of Field Experience within the
published application window, and earn approval before being eligible for Internship II
enrollment. Once enrolled, students complete direct counseling hours, weekly
individual or triadic supervision with their site supervisor, administrative duties, and
other activities as assigned by the site. Concurrently, students participate in course
activities each week designed to integrate their experiences at the site into their skills
and professional identity as counselors-in-training, as well as participate in 2 hours of
group supervision per week with their faculty supervisor and other clinically relevant
assignments directly related to the work at the site. There are multiple synchronous
components of this course. Students must be prepared to be flexible in meeting the
demands of this course.

Prerequisites
- Successful completion of Counseling Internship I
- Approval by the Office of Field Experience

COUN 6785 - Social Change in Action: Prevention, Consultation, and Advocacy♦

(5 cr.)
In this course, students prepare for their roles as counselors and agents of social change
in the areas of prevention, consultation, and community advocacy with diverse
populations in different settings in order to bring about positive social change. At
Walden University, positive social change is "a deliberate process of creating and
applying ideas, strategies, and actions to promote the worth, dignity, and development
of individuals, communities, organizations, institutions, cultures, and societies. Positive
social change results in the improvement of human and social conditions" (Walden
University, 2018). Prevention, consultation, and advocacy are tools and methods to help
bring about positive social change in local communities and globally. Students examine
relationships between prevention, consultation, and advocacy giving consideration to
theoretical underpinnings, diversity, and ethics. Students also identify a mental health or
public health need in their community, develop a prevention plan to address that need,
engage in consultation with fellow students about the prevention plan, and explore
advocacy related to the community need. Applying prevention, consultation, and
advocacy in this course is all oriented toward promoting positive social change and
becoming more effective agents of change.

Prerequisites
MS in Clinical Mental Health Counseling
- COUN 6250
- COUN 6626
- CPLB 601L
- COUN 6726

MS Dual Degree in Clinical Mental Health Counseling and School Counseling

- CPLB 601L
• COUN 6726
• COUN 6317

◊ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.);1-443-627-7222 (toll)] for more information.

COUN 6810S - Working With Exceptional Children♦

(5 cr.)
All learners possess unique characteristics, interests, and abilities. One of the most important responsibilities of school counselors is to consider the individual strengths and needs of students with exceptionalities and to collaborate with families and other stakeholders to individualize their education appropriately. In this course, education professionals learn about the Individualized Education Program (IEP) process, including referral, eligibility, and the importance of using research-based interventions. They explore stakeholder responsibilities, consider assessments and other forms of data that inform program planning, and develop IEP for a case study student. Education professionals consider the benefits of assistive technology and the role of transition planning in developing individualized education for learners with exceptionalities.

◊ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.);1-443-627-7222 (toll)] for more information.

COUN 6900 - CA LPCC Survey Course♦

(3 cr.)
Students in this course address a wide variety of California-specific content that is required by California’s Board of Behavioral Sciences, in order for a program graduate to be eligible for licensing as a Licensed Professional Clinical Counselor (LPCC). Topics include the distinctive dimensions of human diversity in the state, including immigrants and lesbian, gay, bisexual, and transgender (LGBT) individuals; abuse and abuse-reporting issues regarding children, spouses/partners, and seniors; aging and long-term care; and the recovery perspective in services for persons with mental health and/or addiction concerns.

◊ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.);1-443-627-7222 (toll)] for more information.

COUN 6910 - Legal Issues and Social Change in Forensic Psychology♦

(5 cr.)
Students in this course critically examine the effects of recent legislation, case law, and national policies on social change and on consultation and research in forensic psychology. Students have opportunities to explore and discuss contemporary and controversial issues such as the ethics of civil commitment, the death penalty, police use
of force, investigative practices to curtail terrorism, hate crimes, and transfer of juveniles to adult criminal court and how related legal issues affect forensic psychology and society in general. They also analyze ethical issues that often arise for forensic psychology professionals who are working in these areas.

**Prerequisites**

**MS in Clinical Mental Health Counseling**
- COUN 6785
- COUN 6730

**MS Dual Degree in Clinical Mental Health Counseling and School Counseling**
- COUN 6730
- CPLB 601L

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**COUN 6912 - Mental Health Law**

(5 cr.)
Mental health counseling professionals in all areas, especially criminal forensic psychological practice, may encounter various conflicts regarding psychological and legal approaches to treatment. Therefore, it is important for counselors to have a firm understanding of mental health law to avoid conflicts, such as issues of liability and malpractice. Students in this course are provided with the opportunity to examine several different aspects of the law related to mental health issues, including those constituting forensic psychological practice, such as civil matters (personal injury and civil competency issues) and criminal matters (competency to stand trial, criminal responsibility, diminished capacity, and death-penalty issues). Students employ recent court decisions and laws, such as the Tarasoff ruling, mandated reporting, and the Health Insurance Portability and Accountability Act (HIPAA), to examine how mental health law influences the practice of psychology and mental health counseling.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**COUN 6912A - Mental Health Law**

(5 cr.)
Students in this course examine several different aspects of the law related to mental health issues. Laws and court decisions that affect the practice of psychology—such as the Tarasoff ruling, mandated reporting, and the Health Insurance Portability and Accountability Act (HIPAA)—are addressed, as are the many areas of law that constitute forensic psychological practice, including civil matters (such as personal injury and civil competency issues) and criminal matters (such as competency to stand trial, criminal responsibility, diminished capacity, and death penalty issues).
COUN 8001 - Foundations of Graduate Study in Counselor Education and Supervision

(1 cr.)
Students in this course are introduced to Walden University and to the requirements for successful participation in an online curriculum. Students work toward building a foundation for academic and professional success as scholar-practitioners and social change agents. Students engage in course assignments focused on the practical application of professional writing, critical-thinking skills, and the promotion of professional and academic excellence as they relate to counselor educators and supervisors.

COUN 8102 - Intersection of Crime, Psychology, and the Law♦

(5 cr.)
Students in this course are provided with an expansive overview of forensic psychology, including basic tenets, practices, and procedures. Students explore subspecialties of forensic psychology; roles and responsibilities; and related legal, ethical, and diversity issues. They have the opportunity to learn how forensic psychology links to legal systems as they explore related topics, including criminal profiling, police psychology, psychology in the criminal courts, and correctional psychology. Through this course, students can acquire a broad understanding of forensic psychology theories and concepts, which they apply to the analysis of controversial issues and contemporary challenges within the fields.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 8110 - Professional Orientation, Ethics, and Identity

(5 cr.)
Students in this doctoral-level course work toward preparing their professional identity as counselor educators and supervisors. They explore the professional orientation and characteristics of counselors, counselor educators, and supervisors as well as related ethical and legal issues encountered in daily work situations. Students engage in discussions and assignments designed to provide practical application of competencies and responsibilities of counselor educators and supervisors. Students also examine the American Counseling Association (ACA) Code of Ethics and other relevant standards of practice as well as multicultural issues related to counselor preparation training. Through this course, students have the opportunity to gain professional awareness and create a professional development plan that can be implemented throughout their degree program.

COUN 8111 - Leadership and Organizational Change♦
Successful organizations in a rapidly changing and complex world require leaders who embrace change and are able to engage others in change. In this course, students use traditional literature, current articles, and interactive media to explore the qualities, characteristics, and skills of effective leaders as well as the theories, models, and relationships between leadership and organizational change. They assess the ethical issues and standards as well as the opportunities and challenges related to leading diverse organizations through change. Students also examine how current leaders employ leadership and organizational change to contribute to social change, and they consider how to use these lessons to make further positive changes within an organization or their own community.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 8115 - Advanced Counseling Theories

There are many counseling theories available for professional use in practice. It is the responsibility of the counselor, however, to understand these theories, know which to use in specific settings and situation, and decide which are best suited to his or her own style or methods. In this course, students explore and evaluate major traditional and contemporary theories of the counseling profession, including psychoanalytic, person-centered, rational emotive behavioral therapy (REBT), multicultural, feminist, and solution-focused. Students apply these and other theories to diverse populations and settings. They also consider how they might advise students and supervisees who use these theories, and they analyze related challenges in teaching and supervising. In doing so, students consider the impact of their own psychosocial, racial, and ethnic identities. Finally, students develop a personal integrative theoretical orientation.

Prerequisites
- COUN 8110
- RESI 8801C

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 8116 - Understanding Forensic Psychology

Students in this course will better understand how to be astute consumers of forensic psychology research. Basic principles of statistics, such as reliability and validity, are covered. At the same time, students learn how to critically read forensic psychology research and how to best apply research results to forensic clinical settings.
COUN 8120 - Professional Consultation, Program Evaluation, and Leadership

(5 cr.)
In this course, students work toward increasing their knowledge and skills related to the roles of consultant and program evaluator in community agencies, mental health settings, P–12 schools, and university settings. Through a variety of practical discussions and assignments, students explore leadership theory and skills; systems theory; consultation models and processes; program evaluation models and methods; ethical, legal, and professional issues; and availability of funding sources. Students synthesize knowledge and apply skills to case studies and real-life examples. They also apply the Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards to an evaluation of the components of a counselor education program.

Prerequisites
- COUN 8135
- RSCH 8110S
- COUN 8125
- COUN 8115
- RSCH 8210S
- COUN 8135
- RSCH 8310S
- RESI 8802C

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 8125 - Teaching in Counselor Education

(5 cr.)
In this course, students prepare to become competent teachers of counselor education through the examination of various adult learning theories and methods to work effectively with different learning styles, cultural dynamics, and diversity. Counselor educators in training learn how to help counseling students acquire and apply knowledge and skills, and they examine methods to evaluate learning outcomes. Students also have the opportunity to examine effectiveness within their personal teaching practice. Incorporating knowledge, skills, and professional dispositions learned throughout the course, students have opportunities to design curriculum, teach in a variety of settings, evaluate, and receive feedback as a counselor educator in training.

Prerequisites
- COUN 8001
- COUN 8110
- RESI 8801C

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a
COUN 8126 - Assessment in Forensic Psychology

(5 cr.)
In this course, students cover the varied assessment techniques and instruments used in the forensic psychology arena. Some of the assessment areas covered include risk assessment, juvenile evaluations, lie detection, custody evaluations, and many of the psychological tests and instruments that are used in these assessments. Students will receive a solid foundation of the knowledge of forensic psychology techniques and assessment, rather than specific skills, in administering and interpreting psychological tests.

COUN 8127 - Understanding Violence, Risk, and Threat Assessment

(5 cr.)
This course covers the varied assessment techniques and instruments used in the forensic psychology arena. Some of the assessment areas covered include risk assessment, juvenile evaluations, lie detection, custody evaluations, and many of the psychological tests and instruments that are used in these assessments. The course will provide a solid foundation of the knowledge of forensic psychology techniques and assessment rather than specific skills in administering and interpreting psychological tests.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 8135 - Clinical Supervision

(5 cr.)
Clinical supervision of counselors and counselors in training requires in-depth knowledge of major conceptual approaches, methods, and techniques; evaluation; and ethical and legal issues related to supervisory interactions and responsibilities. Students in this course are provided with the opportunity to develop their professional identity and learn the skills of a clinical supervisor. Throughout this course, students engage in experiential applications, discussions, and self-reflective assignments that focus on the strategies for working with supervisees representing diverse backgrounds and developmental and learning styles. After a critical analysis of the purpose of supervision, theoretical frameworks, and models of supervision, students develop and apply their own theory of supervision in a practice setting in which each participant oversees a group of practicum students.

Prerequisites
- COUN 8110
- COUN 8115
COUN 8125

COUN 8136 - Criminal Behavior

(5 cr.)
This course provides students with contemporary views, theories, and case study analysis of maladaptive and criminal behavior, victimology and victim-offender relationships. A broad conceptualization of criminal behavior, such as that woven from biological, sociological and psychological perspectives is explored and evaluated. Theories of crime and the application of risk factors associated with criminal behavior are examined. Additionally, students will be exposed to specific offender groups, both violent and non-violent, including psychopaths, serial and mass murderers, criminal paraphiliacs, arsonists, white-collar thieves, scam artists, domestic terrorists, and others.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 8140 - Professional Counselor as Scholar-Practitioner

(5 cr.)
The responsibility of scholar-practitioners in the field of counseling is to consume and disseminate information in clinical, academic, and administrative settings. Students are provided with a model for development as professional counselors and scholar-practitioners through which they learn to process knowledge and engage in professional advocacy in this course. Students explore relationship, professional-writing, and presentation proficiencies and apply these skills in practice scenarios through application-based assignments. They also identify and evaluate publication and presentation venues. Applying course concepts and acquired knowledge, students gain practical experience as scholar-practitioners as they complete a manuscript for submission to a peer-reviewed, counseling-related journal.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 8146 - Crisis Management

(5 cr.)
Small- and large-scale disasters of all types continue to abound. Communities need trained individuals who are prepared to respond to such incidents and who can help plan for future disasters as well as train others to plan and respond. In this course, students learn the fundamentals of crisis management and crisis leadership. They develop an understanding of the theories and models related to crises, disasters, and other events caused by trauma. Students also learn about ethical, legal, and diversity considerations in crisis and trauma response. Through analyses of topical literature,
applications, and discussions, students gain a practical understanding of the models for training and supporting other counselors in the areas of crisis response applicable to community, national, and international crises. Employing concepts learned in the course, students develop a crisis management plan for their own community.

Prerequisites
- RESI 8802

COUN 8202 - Theories, Treatment, and Case Management of Addiction♦

(5 cr.)
Students in this course explore treatment intervention and case management strategies for addiction counseling, using various models of treatment, recovery, relapse prevention, and continuing care for addictive disorders. They learn treatment principles and philosophies of addiction-related programs, and they increase self-awareness as addiction counselors by assessing their own limitations; recognizing when they need additional resources and support; and knowing when and where to refer clients when appropriate. In addition, students examine substance abuse policies and regulatory processes that influence service delivery in addiction counseling.

♦Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 8203 - Survey Research Methods

(5 cr.)
An in-depth study of a range of survey methods administered via in-person interview, self-report, phone interview, and Internet administration is introduced in this course. Topics will include survey design, administration, analysis, and addressing sources of bias. Students also review theoretical and empirical research on question and questionnaire effects. Students prepare in the practice of writing questions and designing questionnaires, both in general and in light of existing research.

Prerequisites
- RSCH 8110
- RSCH 8210
- RESI 8801C

COUN 8204 - Assessment in Counseling and Addiction♦

(5 cr.)
This course provides students with an overview of the different types of diagnostic and assessment tools used in addictions counseling. This course includes a comprehensive examination of psychometric properties used to develop and evaluate these instruments. Students will understand the various models and approaches to clinical
evaluations for addictive disorders and will understand the appropriate use of assessments for addictions. In addition, students will understand how to assess for a biopsychosocial and spiritual history. The course also addresses ethical, legal, and sociocultural issues including cultural bias and fairness. Professional standards for testing provide a foundation for the course.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.);1-443-627-7222 (toll)] for more information.

COUN 8215 - Lifespan Development♦

(5 cr.)
Students in this course are provided with an advanced overview of development through the lifespan, including prenatal, childhood, adolescent, adult, and late adult phases. Basic developmental processes and theories are examined and applied to developmental milestones that occur within these phases of development. Themes of diversity are highlighted throughout the course. Additional topics include ethics, research, global perspectives, and social change.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.);1-443-627-7222 (toll)] for more information.

COUN 8250 - Group Process and Dynamics♦

(5 cr.)
Group work is an effective counseling method that allows group members to share perspectives and provide useful feedback and information in a structured setting. Using relevant literature, multimedia resources, and a scholar-practitioner model, students examine stages of group process; group dynamics; and ethical, legal, and training standards. Students examine the types of counseling groups as well as the unique leadership skills required for each type of group. Students are provided with a comprehensive review of theoretical approaches applicable to group counseling. Students engage in a variety of practical application assignments and discussions, focusing on the efficacy of using group counseling with multicultural and diverse populations. Students will develop an evidence-based mental health group proposal appropriate for potential implementation in field experience. Students engage in a process of self-reflection to increase self-awareness for enhanced group leadership knowledge and skills.

Group lab is a separate 0-credit, required course that occurs simultaneously with the Group Process and Dynamics course. Students need to ensure that they are enrolled and participating in both courses.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.);1-443-627-7222 (toll)] for more information.

COUN 8310 - Research Design♦
Students in this course build a foundation in the design of qualitative, quantitative, and mixed-method approaches to psychological research. Students learn the strengths and limitations of each method and under what circumstances each approach would be the most appropriate research design. Students learn how to identify a topic for research, how to conduct a literature search, and the importance of scholarly writing. Students learn to write a research proposal, addressing the following key elements: researching, writing an introduction, stating a purpose for the study, identifying research questions and hypotheses, using theory, defining the significance of the study, and collecting and analyzing data. Students are exposed to legal and ethical issues associated with human subjects' protection.

Prerequisites
- COUN 6305

◊ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 8311 - Leadership, Advocacy, and Consultation in the Schools♦

(5 cr.)
Students in this course explore the role of leader and consultant in a school setting. The development of a data-driven comprehensive school counseling program is emphasized in this course along with specific strategies for communicating with key stakeholders, working to close the achievement gap, and working within the mission of schools to advocate for student needs.

◊ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 8314 - Program Evaluation♦

(5 cr.)
The skills required to assess research and work effectively with stakeholders are among the many proficiencies required of professionals who evaluate and develop programs. In this course, students examine these skill sets as well as the history, theory, and major approaches underlying program evaluation. Students learn how to select appropriate quantitative and/or qualitative models and techniques to perform evaluations, demonstrate program effectiveness, and disseminate results. Additionally, students explore the procedures and techniques involved in offering their evaluation services to a specific group or organization. They also examine strategies to gain stakeholder interest in developing appropriate standards, research progress, and evaluation outcomes. Students acquire practical experience evaluating a program of interest through which they outline organizational structure, identify stakeholders, employ evaluation models, explain steps in planning, and predict possible challenges or stakeholder fears, for which
they recommend solutions.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 8315 - Tests and Measurements✦

(5 cr.)
Students in this course receive an overview of the different types of tests used in clinical, educational, and organizational settings. Included in the overview is a comprehensive examination of psychometric properties used to develop and evaluate these instruments. Topics include normative sampling and standardization, reliability and validity, test score interpretation, and test development. Students also address ethical, legal, and sociocultural issues, including cultural bias and fairness. Professional standards for testing provide a foundation for the course.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 8316 - Techniques of Counseling✦

(5 cr.)
Students in this course focus on principles and skills related to interviewing and observation as well as related legal, ethical, and cultural issues. Students gain practice in conducting interviews, making behavioral observations, collecting and interpreting data during an interview, and developing written reports of findings.

Note: In addition to the course materials listed by the university bookstore, students are also required to have access to a video recording device, a tripod, and an audio recording device, which they will begin using the first week of class.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 8317 - Program Evaluation✦

(5 cr.)
The skills required to assess research and work effectively with stakeholders are among the many proficiencies required of professionals who evaluate and develop programs. In this course, students examine these skill sets as well as the history, theory, and major approaches underlying program evaluation. Students learn how to select appropriate quantitative and/or qualitative models and techniques to perform evaluations, demonstrate program effectiveness, and disseminate results. Additionally, students explore the procedures and techniques involved in offering their evaluation services to a specific group or organization. They also examine strategies to gain stakeholder interest in developing appropriate standards, research progress, and evaluation outcomes. Students acquire practical experience evaluating a program of interest through which
they outline organizational structure, identify stakeholders, employ evaluation models, explain steps in planning, and predict possible challenges or stakeholder fears, for which they recommend solutions.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 8319 - Group Counseling and Guidance in Schools♦

(5 cr.)
In this course, students are prepared to work with groups in school settings. They examine group theory, process, and dynamics and apply them through the creation of a small group plan. Using relevant literature, media resources, and practitioner based approach, students develop an understanding of ethically, culturally, and contextually relevant group practice, group leaders' roles and responsibilities, the relevance and purpose of group work, and strategies for using groups to foster social change.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 8320 - Counseling Practicum

(3 cr.)
The focus of this course is on experiential learning, which is an essential component of applied professional training. Students complete a supervised practicum experience at an approved site with a minimum of 100 hours, allowing them to develop their counseling skills and professional knowledge while under supervision. Students communicate their learning at the site with their colleagues and instructor in the practicum course and gain additional knowledge regarding clinical practice by interacting with their colleagues and instructor. There is an offline requirement of a group supervision teleconference once a week with the practicum instructor.
Prerequisites
- Approval of the coordinator of field training

COUN 8326 - Research and Program Evaluation♦

(5 cr.)
Students in this course are provided with a foundation in research methods, statistical analysis, needs assessment, and program evaluation in counseling. They are introduced to qualitative, quantitative, and mixed-method approaches; single case designs; action research; and outcomes research. Students can learn how to identify a topic for research, conduct a literature search, and use research to inform evidence-based practice. They also learn the importance of scholarly writing. Students examine the principles, models, and applications of needs assessment and program evaluation, and they learn to use the findings to effect program modifications. Emphasis will also be on
the ethically and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies. Statistical methods used in conducting research and program evaluation are reviewed.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**COUN 8333 - Vicarious Trauma and Compassion Fatigue♦**

(3 cr.)
Through this course, students gain an understanding and awareness of vicarious trauma and compassion fatigue for trauma-response-helping professionals. They examine intervention strategies and models of treatment and prevention of vicarious trauma and compassion fatigue through the lens of counselor educators, supervisors, and clinicians. Applying course concepts, students gain hands-on practice conducting a needs assessment and examining the use of standardized instruments. They also propose social change recommendations related to vicarious trauma and compassion fatigue to promote informed and competent trauma-response-helping professionals. Students engage in course assignments that emphasize the ethical, legal, multicultural, and spiritual implications for wellness and self-care, including personal, professional, and organizational elements. As a final project, students interview a trauma-response-helping professional and develop an organizational wellness plan for their setting.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**COUN 8336 - Crisis, Trauma, and Disaster Response♦**

(3 cr.)
This course is designed to provide students with an understanding of the personal and systemic impact of crises, disasters, and other trauma-causing events on individuals, couples, families, and communities. Students examine theories and response models as they relate to sexual trauma, crisis in individuals and families, crisis in the community, and crisis in the nation and in the world. They explore and discuss topics related to counselor competencies, vicarious trauma and counter transference, specific diagnoses, and advocacy. Students also engage in assignments designed to provide practical application of crisis assessment. Through contemporary articles and case studies, they consider and discuss cultural, legal, and ethical issues related to crisis, trauma, and disaster events and response.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**COUN 8346 - Child and Adolescent Counseling♦**
In this course, students examine empirically supported theories and techniques for working with children and adolescents in the counseling process. Students work toward enhancing their theoretical and practical understanding of the systemic interplay among children, adolescents, families, and the stakeholders in their lives. They engage in coursework and readings focused on a family-systems view of intervention, and they devote special attention to developmental, cognitive, behavioral, educational, multicultural, and environmental issues. Students assess a distinct group of empirically supported interventions aimed at improving individual and family functioning. They also explore the legal and ethical issues related to counseling children and adolescents.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 8356 - Advanced Theories and Techniques in Marriage, Couple, and Family Counseling

This is an advanced course in the study and application of family systems theory. Students apply content knowledge gained in earlier courses 6201/6726 and other core courses to complex and comprehensive case studies. The case studies are rich and inclusive of current issues in family and couples counseling, such as the impact of technology, crisis intervention, addiction, school and community factors, ethical dilemmas, socio-cultural considerations, and issues related to social justice and advocacy. Students engage in the processes of clinical assessment, treatment planning, goal writing, care coordination, discharge planning, clinical documentation, ethical practice, and safety planning. Course work also cultivates students’ case conceptualization and case presentation skills.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 8360 - Assessment in Counseling and Education

Students in this course are provided with an overview of individual and group approaches to assessment and evaluation used in a variety of counseling, educational, and organizational settings. Students examine the psychometric properties used to develop and evaluate these instruments. Topics include a historical perspective of assessment, basic concepts of standardized and nonstandardized testing, measures of central tendency, normative sampling and standardization, reliability and validity, assessment report writing, test score interpretation, and test construction. Students also address the ethical, legal, and multicultural issues related to selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program.
COUN 8361 - Human Sexuality

(5 cr.)
Students are provided with a framework for understanding human sexuality in the context of couple, marriage, and family counseling in this course. Students explore empirically supported counseling approaches related to sexual functioning, intimacy, gender, and sexual orientation. They use a systemic framework for understanding the role and impact of sexuality on couples, marriages, and families. Students also explore and discuss specific topics related to issues of sexual diversity, gender identity, sexual offending, trauma, and victimization. Legal and ethical issues related to addressing sexuality in counseling are addressed.

COUN 8551 - Preparing for Dissertation

(5 cr.)
The focus of this course is on the preparation for the dissertation phase of training. In this course, students identify a dissertation topic and potential dissertation committee members; begin to conduct a literature review; develop a problem statement and research questions; and evaluate research designs, methods, and types of analyses to use for their dissertation. Students also complete their initial premise in this course and an annotated outline of their prospectus. The prospectus is a brief paper, typically 15–20 pages in length, which helps students organize, delineate, and make decisions regarding their doctoral study and appropriate research methodology. It is strongly recommended that students take this course after they have successfully completed all research courses in their program of study.
Prerequisites
- COUN 8120
- COUN 8203
- RSCH 8260 or RSCH 8360 or RSCH 8460
- CPLB 802L

COUN 8561 - Dissertation

(5 cr. per term for a minimum of four terms until completion)
Doctoral students have the opportunity to integrate their program of study into a research study through which they explore a specific area of interest in this course. Students complete the dissertation with the guidance of a chair and committee members through a learning platform classroom in which weekly participation is required. Students work with their dissertation chair to write the prospectus, complete an approved proposal (the first three chapters of the dissertation), complete an application for Institutional Review Board approval, collect and analyze data, and
complete the dissertation. During the final quarter, students prepare the dissertation for final review by the university and conclude with an oral defense of their dissertation. Once students register for COUN 8561, they are registered each term until successful completion of the dissertation for a minimum of four terms. Students take this course for a minimum of four quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval.

To complete a dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

Prerequisites

- Successful completion of COUN 8896

COUN 8626 - Research and Program Evaluationʉ

(5 cr.)
Students in this course are provided with a foundation in research methods, statistical analysis, needs assessment, and program evaluation in counseling. They are introduced to qualitative, quantitative, and mixed-method approaches; single case designs; action research; and outcomes research. Students can learn how to identify a topic for research, conduct a literature search, and use research to inform evidence-based practice. They also learn the importance of scholarly writing. Students examine the principles, models, and applications of needs assessment and program evaluation, and they learn to use the findings to effect program modifications. Emphasis will also be on the ethically and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies. Statistical methods used in conducting research and program evaluation are reviewed.

ʉ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 8630 - Interviewing and Observational Strategiesʉ

(5 cr.)
Personal attitudes, values, and beliefs often affect a counselor's ability to establish an appropriate relationship and rapport with clients. In this course, students learn to evaluate their personal attitudes and beliefs to positively influence their counseling approaches. They explore principles and skills related to interviewing and observation, and they examine related legal, ethical, and cultural issues. Students gain practice in conducting interviews, making behavioral observations, collecting and interpreting data.
during an interview, and developing written reports of findings. Synthesizing concepts, skills, and personal reflections, students demonstrate their ability to engage in a counseling session using techniques learned throughout the course.

Note: Students are required to have access to a video recording device, a tripod, and an audio recording device, which they will begin using the first week of class.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 8631 - Treatment of Forensic Populations♦

(5 cr.)
In this course, students gain the foundational knowledge necessary to evaluate and subsequently treat many different forensic populations, such as sex offenders, substance abusers, and white-collar criminals. Students analyze the use of traditional forms of intervention, including individual and group psychotherapy, as well as recent developments in intervention, such as restorative justice. Applying concepts and theories learned in the course, students develop a project scenario in which they feature an offender and describe treatment approaches as well as related ethical, legal, and multicultural factors that may impact treatment. Reflecting on the course, students also consider and discuss professional identity and goals.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 8632 - Mental Health Law♦

(5 cr.)
In this course, students examine several different aspects of the law related to mental health issues. Laws and court decisions that affect the practice of psychology, such as the Tarasoff ruling, mandated reporting, and the Health Insurance Portability and Accountability Act (HIPAA) are addressed, as are the many areas of law that constitute forensic psychological practice, including civil matters (such as personal injury and civil competency issues) and criminal matters (such as competency to stand trial, criminal responsibility, diminished capacity, and death-penalty issues).

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 8650 - Introduction to the Nonprofit Sector♦

(5 cr.)
Nonprofit organizations (NPOs) can serve to positively affect people's lives through social change, but they require leaders who have a fundamental understanding of the nonprofit sector, including related ethical, legal, and global perspectives. Students in this course explore these viewpoints as well as the history, foundations, and types of NPOs.
They also examine the diverse political, social, and economic contexts within which NPOs exist. Students explore and apply marketing, public relations, and communication concepts and strategies to case studies and contemporary situations. Gaining practical insight, students also apply theories presented in the course to the development of a concept paper guiding the development of a nonprofit organization.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**COUN 8660 - Social Change, Leadership, and Advocacy for Counseling Professionals**

*(5 cr.)*

Counselor educators have a responsibility to foster social change, provide leadership, and service the counseling professional. Students have the opportunity to gain a thorough understanding of this responsibility as well as the prospect of enhancing their professional development plans by identifying specific goals for professional involvement and service, including advocacy for their own community, clients, students, or profession. Students examine the processes of advocacy and social change. They use contemporary research to analyze the current trends and issues of the profession. Students also identify how community, national, and international issues affect the counseling profession.

Prerequisites

- RESI 8802

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**COUN 8661 - Social Change in Action: Prevention, Consultation, and Advocacy**

*(5 cr.)*

This course is designed to prepare students for their roles as counselors in prevention, intervention, and consultation endeavors with specific populations in specific settings. Using an action research model, students will prepare a blueprint for a prevention, intervention, or consultation project for a community, agency, or organization.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**COUN 8662 - Psychology and Social Change**

*(5 cr.)*

In this course, students analyze and evaluate theories of social and personal change. Students engage in a variety of conceptual and application assignments focused on power and social inequalities, ethnic inequalities, global environment, and issues related
to gender and sexism, such as homophobia. In addition, students examine the impact of social change theories on children, families, and societies. They explore the concepts of change agent and change advocate as well as the role of the psychologist as change agent. Students also engage in an integrative written assignment to synthesize theories and analyze a current social problem in their community, for which they propose an action to address the issue and drive positive social change.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 8671 - Consulting for Organizational Change♦

(5 cr.)
In this course, students explore methods for accelerating individual, group, and organizational performance through consulting, coaching, and change management. Students address topics such as organizational assessment; team development; strategic planning; group dynamics; power, politics, and influence; leadership; and conflict management. Applications include the assessment of an organization and the development of strategies to address identified needs for change.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 8672 - Psychological Consultation

(5 cr.)
What is the role of consultation in the delivery of psychological services and how does it differ from therapy or counseling? Students in this course have the opportunity to answer such questions as they examine the history, theory, process, and methods in the field of psychological consultation. They explore the qualifications and techniques required of psychologists who consult in various settings, including the courtroom; business and industry; and educational, mental health, and medical situations. Students apply concepts and theories learned in the course to a consultation action plan based on personal experience or one anticipated in a future professional situation. Through this project, students consider multiple factors, such as setting, clients, data collection, professional challenges, multicultural considerations, and ethical issues.

COUN 8682A - CounselingInternship I

(3 cr.)
Through this internship, mental health counseling students have an upper-level, supervised "capstone" clinical experience designed to refine and enhance their basic counseling skills, integrate their professional knowledge and skills, and continue their development in specialization areas.
Prerequisites
  • COUN 6671
• Approval of the coordinator of field training

COUN 8682B - Counseling Internship II

(3 cr.)
Through this internship, mental health counseling students have an upper-level, supervised "capstone" clinical experience designed to refine and enhance their basic counseling skills, integrate their professional knowledge and skills, and continue their development in specialization areas.

Prerequisites
• COUN 6671
• COUN 8682A
• Approval of the coordinator of field training

COUN 8720 - Diagnosis and Assessment♦

(5 cr.)
Students are provided with an overview of what is commonly referred to as abnormal psychology; however, students also consider factors constituting normalcy from multiple perspectives. Students explore the application of diagnostic criteria in various mental health work settings, such as schools, rehabilitation facilities, community agencies, and private practices. Using the scholar-practitioner model, students consider environmental and biological factors contributing to behavioral disorders. Students also examine techniques commonly used for the diagnosis and treatment of cognitive, emotional, and developmental disorders as well as for psychophysiological and psychosocial problems. Through coursework and discussions, students consider multicultural factors that complicate diagnosis as well as current trends and contemporary issues in clinical assessment and diagnosis.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 8721 - Advanced Psychopathology♦

(5 cr.)
In this course, students engage in an in-depth examination of current theory and research associated with major psychological disorders and their diagnoses. Students explore the primary classification systems in terms of their applicability and limitations as well as the factors that impact the assessment, diagnosis, and treatment of disorders along a continuum of mental health. Students engage in practical assignments, focusing on applications of the diagnostic criteria in terms of case conceptualization.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a
COUN 8722 - Theories of Counseling

(5 cr.)
This course introduces theories of counseling and psychotherapy to prepare students to conceptualize problems and respond with appropriate, evidence-based interventions and techniques. Students will become familiar with the origin, key concepts, and interventions and techniques of each of the theories presented. Students will develop an awareness of how counseling theories drive the treatment process and apply theories to diverse case studies. A major focus of this course is to support students as they develop their personal theoretical orientation.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-877-253-4869 (toll)] for more information.

COUN 8723 - Multicultural Counseling

(5 cr.)
Students are provided with the opportunity to increase their knowledge of multicultural counseling and the delivery of psychological services as well as related skills needed in professional practice. Students explore diversity and identity issues and discuss their impact on the therapeutic relationship. They examine the application of traditional theoretical orientations and current multicultural theories to culturally diverse groups. Through a variety of assignments designed to provide practical application of content, students also investigate counseling concepts related to race and ethnicity, sex and gender, sexual orientation, social class, age, and ability.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-877-253-4869 (toll)] for more information.

COUN 8726 - Couples and Family Counseling

(5 cr.)
An important skill for clinicians is to have a fundamental understanding of the dynamics and functioning of couples and families. Students in this course are introduced to concepts and applications in theoretical perspectives and techniques, classical schools of thought, and recent developments in couples and family therapy. Students explore culture, gender, and ethnicity factors in family development. They also review and compare theoretical frameworks in couples and family therapy, including psychosocial, psychodynamic, transgenerational, strategic, cognitive-behavioral, and social constructionist models. Additionally, students assess the roles of culture, spirituality, and values in understanding families.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-877-253-4869 (toll)] for more information.
COUN 8728 - Substance Abuse Counseling♦

(5 cr.)
The impact of substance abuse on the lives of people with addictions, and the lives of their families, makes for a highly complex and challenging area of mental health counseling. Counselors working with these individuals must possess a comprehensive understanding of the background, controversies, and current approaches in regard to the treatment of substance abuse. In this course, students examine psychological aspects of addictions involving alcohol, prescription medications, and illegal substances. They also examine current research in the field of dependency and addiction. Students engage in a variety of conceptual and application-based assignments on diagnosing patients, choosing among models of treatment, planning treatment, using group and family treatment plans, and ensuring treatment efficacy. They also consider strategies to promote change, including the trans-theoretical model of behavior change.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.);1-443-627-7222 (toll)] for more information.

COUN 8730 - Counseling Addictive Disorders♦

(5 cr.)
Students are provided with a foundation for counseling clients who have both substance-related and behavioral addictions. In this course, students examine historical perspectives and current trends in addiction treatment, as well as the biological and environmental influences on the etiology of addiction. Techniques and processes for assessment and diagnosis are examined in the context of individual, group, and systemic perspectives, with attention given to developmental and multicultural influences on addiction. Influences of public policy and advocacy on addiction and treatment are also examined.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.);1-443-627-7222 (toll)] for more information.

COUN 8743 - Psychopharmacology♦

As client advocates, counselors rely on knowledge of psychotropic medications to inform treatment. This course introduces a spectrum of psychotropic medications used in the management of mental, behavioral, and addictive disorders. Students explore medication classification, drug interaction, and side effects. In addition, students distinguish between medical and psychopathological conditions that present in similar ways to addictive disorders. As part of a professional learning community, students collaborate with peers in written scholarly dialogue to explore psychopharmacological intervention in the treatment of addiction and other psychopathologies that may coexist. Students analyze factors that increase the likelihood for a person, community, or group to be at risk for disorders and examine the cultural and contextual factors
considered in the ethical treatment of clients. Across counseling specializations, this course builds foundational clinical knowledge of the intersection of counseling and psychotropic medical treatment.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 8753 - Career Counseling♦

(5 cr.)
Academic and career counselors are concerned with student life on all levels to support the personal and educational development of each student. Students in this course examine educational, developmental, and counseling theories related to academic and career counseling. The focus of this course is on academic and career development from elementary school through college. Students will explore intellectual and emotional intelligence, multicultural issues, attitudes, values, and psychosocial needs of the life-long learner. Students will gain skills required to assist a highly diversified student body in academic planning, career exploration, decision making, and personal growth.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 8890 - Counseling Doctoral Practicum

(3 cr.)
Counseling Doctoral Practicum is an advanced clinical experience as the first of a three-part practitioner capstone experience before dissertation. During the practicum course, students work toward gaining and applying new and advanced clinical knowledge, skills, and professional dispositions. Students must secure a field experience site, apply with the Office of Field Experience within the published application window, and earn approval before being eligible for practicum enrollment. Once enrolled, students will spend a minimum average of 8–10 hours per week at the site that they have secured. They will complete direct counseling hours using the new and advanced skills, weekly individual or triadic supervision with their site supervisor, administrative duties, and other activities as assigned by the site. Concurrently, students will participate in weekly case conceptualization activities, 2 hours of group supervision per week with their faculty supervisor, and other clinically relevant assignments directly related to the work at the site. There are multiple synchronous components of this course. Students must be prepared to be flexible in meeting the demands of this course.

Prerequisites
• All core courses in the program of study
• All residencies
• Approval by the Office of Field Experience
COUN 8895 - Doctoral Internship I

(3 cr.)
Counseling Doctoral Internship I is the second of a three-part capstone experience before dissertation. During the Doctoral Internship I course, site contacts, and individual and group supervisors guide and evaluate students on their ability to synthesize and apply the knowledge, skills, and professional dispositions in a minimum of three of five Counseling Educator domains (Teaching, Supervision, Leadership/Advocacy, Counseling, and Research). Students must secure field experience site(s) for each domain of focus, apply with the Office of Field Experience within the published application window, and earn approval before being eligible for Doctoral Internship I enrollment. Once enrolled, students will spend a minimum average of 25–35 hours per week at the site(s) that they have secured. They will complete activities directly related to the approved domains, weekly individual or triadic supervision with their individual supervisor, administrative duties, and other activities the site assigns. Concurrently, students will participate in weekly course discussion and assignments that promote developing a professional identity as a Counselor Educator, 2 hours of group supervision per week with their faculty supervisor, and other domain-relevant assignments directly related to the work at the site. There are multiple synchronous components of this course. Students must be prepared to be flexible in meeting the demands of this course.

Prerequisites
- Successful completion of Counseling Doctoral Practicum
- Approval by the Office of Field Experience

COUN 8896 - Doctoral Internship II

(3 cr.)
Counseling Doctoral Internship II is the third of a three-part capstone experiences before dissertation. During the Doctoral Internship II course, site contacts and individual and group supervisors guide and evaluate students on their ability to synthesize and apply the knowledge, skills, and professional dispositions in a minimum of three of five Counseling Educator domains (Teaching, Supervision, Leadership/Advocacy, Counseling, and Research). Students must secure field experience sites for each domain of focus, apply with the Office of Field Experience within the published application window, and earn approval before being eligible for Doctoral Internship II enrollment. Once enrolled, students will spend a minimum average of 25–35 hours per week at the site(s) that they have secured. They will complete activities directly related the approved domains, weekly individual or triadic supervision with their assigned individual supervisor, administrative duties, and other activities the site assigns. Concurrently, students will participate in weekly course discussions and assignments that promote on developing a well-rounded professional identity as a Counselor Educator, 2 hours of group supervision per week with their faculty supervisor, and other domain-relevant assignments directly related to the work at the site. There are multiple synchronous components of this course. Students must be prepared to be flexible in meeting the demands of this course.

Prerequisites
- Successful completion of Counseling Doctoral Practicum
- Approval by the Office of Field Experience
components of this course. Students must be prepared to be flexible in meeting the demands of this course.

Prerequisites
- Successful completion of Counseling Doctoral Internship I
- Approval by the Office of Field Experience

COUN 8910 - Legal Issues and Social Change in Forensic Psychology

(5 cr.)
Students in this course critically examine the effects of recent legislation, case law, and national policies on social change and on consultation and research in forensic psychology. Students have opportunities to explore and discuss contemporary and controversial issues such as the ethics of civil commitment, the death penalty, police use of force, investigative practices to curtail terrorism, hate crimes, and transfer of juveniles to adult criminal court and how related legal issues affect forensic psychology and society in general. They also analyze ethical issues that often arise for forensic psychology professionals who are working in these areas.

* Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 8995 - Doctoral Internship 1

(3 cr.)
Counseling Doctoral Internship I is the second of a three-part capstone experience before dissertation. During the Doctoral Internship 1 course, site contacts as well as individual and group supervisors guide and evaluate students on their ability to synthesize and apply the knowledge, skills, and professional dispositions in a minimum of 3 of 5 Counseling Educator domains (Teaching, Supervision, Leadership/Advocacy, Counseling, and Research). Students must secure field experience site(s) for each domain of focus, apply with the Office of Field Experience within the published application window, and earn approval before being eligible for Doctoral Internship 1 enrollment. Once enrolled, students will spend a minimum average of 25–35 hours per week at the site(s) that they have secured. They will complete activities directly related to the approved domains, weekly individual or triadic supervision with their individual supervisor, administrative duties, and other activities the site assigns. Concurrently, students will participate in weekly course discussions and assignments that promote development of a professional identity as a Counselor Educator, 2 hours of group supervision per week with their faculty supervisor, and other domain-relevant assignments directly related to the work at the site. There are multiple synchronous components of this course. Students must be prepared to be flexible in meeting the demands of this course.

Prerequisites
- Successful completion of Counseling Doctoral Practicum
• Approval by the Office of Field Experience

COUN 8996 - Doctoral Internship 2

(3 cr.)
Counseling Doctoral Internship 2 is the third of a three-part capstone experiences before dissertation. During the Doctoral Internship 2 course, site contacts, as well as individual and group supervisors guide and evaluate students on their ability to synthesize and apply the knowledge, skills, and professional dispositions in a minimum of 3 of 5 Counseling Educator domains (Teaching, Supervision, Leadership/Advocacy, Counseling, and Research). Students must secure field experience sites for each domain of focus, apply with the Office of Field Experience within the published application window, and earn approval before being eligible for Doctoral Internship 2 enrollment. Once enrolled, students will spend a minimum average of 25–35 hours per week at the site(s) that they have secured. They will complete activities directly related the approved domains, weekly individual or triadic supervision with their assigned individual supervisor, administrative duties, and other activities the site assigns. Concurrently, students will participate in weekly course discussions and assignments that promote the development of a well-rounded professional identity as a Counselor Educator, 2 hours of group supervision per week with their faculty supervisor, and other domain-relevant assignments directly related to the work at the site. There are multiple synchronous components of this course. Students must be prepared to be flexible in meeting the demands of this course.
Prerequisites
• Successful completion of Counseling Doctoral Internship 1
• Approval by the Office of Field Experience

CPLB 601L - Pre-Practicum 1

(0 cr.)
By participating in a Walden Pre-Practicum, students gain skills in their development as scholar-practitioners. Through Pre-Practicum experiences, students expand their network of peers and faculty members while they develop their professional skills and identity. In Pre-Practicum 1, students begin to apply the core skills and techniques introduced in the Techniques course. Students also continue to develop the multicultural competencies needed for counseling. Per program requirements, there is a synchronous experience. Students will receive specific information about their upcoming field experience and credentialing.
Prerequisites
• COUN 6316
CPLB 602L - Pre-Practicum 2

(0 cr.)
In Pre-Practicum 2, students continue to develop core skills from Pre-Practicum 1 and integrate advanced skills in their development as scholar-practitioners. Through their Pre-Practicum experiences, students expand their network of peers and faculty members while they continue to develop professional skills and identity. In Pre-Practicum 2, students begin to develop group leadership skills, integrate counseling theory, and continue to demonstrate cultural competency skills. Students will engage in developing their upcoming field experience plan and continue credentialing skills activities.
Prerequisites
  • COUN 6250

CPLB 802L - Pre-Practicum 1: Enhancing Teaching and Research Skills

(0 cr.)
In Pre-Practicum 1, students examine their professional identity as counselor-educators and develop key components of a research plan. Students develop these skills through the practice of teaching and the acquisition of enhanced research knowledge. Topics include roles, responsibilities, philosophy of, and best practices within teaching. Students also develop research questions, align research questions and methodologies, explore social change in research, and explore literature critique and synthesis.
Prerequisites
  • RSCH 8210
  • RSCH 8310
  • COUN 8115
  • COUN 8125
  • COUN 8135

CPLB 803L - Pre-Practicum 2: Advanced Supervision, Teaching, and Research Skills

(0 cr.)
In Pre-Practicum 2, students continue to examine and strengthen their professional identity while gaining the teaching and supervision experiences that are required by the Council for Accreditation of Counseling & Related Educational Programs (CACREP). A complement to both the Clinical Supervision and Teaching in Counselor Education courses, students in this Pre-Practicum have the opportunity to enhance and demonstrate advanced teaching skills and clinical supervision both online and in face-to-face environments. During the Pre-Practicum, students will also enhance their knowledge of research methodologies and alignment of research, and they design and
present a research proposal to inform and develop their research skills.

Prerequisites
- CPLB 802L
- COUN 8203
- COUN 8120

CPSY 6001 - Foundations for Graduate Study in Psychology

(3 cr.)
Students in this course are introduced to Walden University and to the requirements for successful participation in an online curriculum. Students receive a foundation for academic and professional success as scholar-practitioners and social change agents. Topics include the relation of mission and vision to professional goals; development of the program of study and professional development plan; strategies for online success; introduction to the online library; and introduction to critical thinking, professional writing, and academic integrity. Course assignments focus on practical application of writing.

CPSY 6215 - Lifespan Development

(5 cr.)
Students in this course are provided with an advanced overview of human development through the lifespan, including prenatal, childhood, adolescent, adult, and late-adult phases. Students examine and apply basic processes and theories to developmental milestones that occur within these phases of development. They explore factors of heredity and environmental elements on human development, and they consider ethical issues, research considerations, and global perspectives as they assess strategies to promote optimal development. Students also engage in coursework and discussions that highlight themes of diversity and social change.

✿ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CPSY 6221 - Psychopathology From a Clinical Perspective

(5 cr.)
Students in this course examine in-depth current theory and research associated with major psychological disorders and their diagnosis. The primary classification systems are explored in terms of their applicability and limitations. The factors that impact the assessment, diagnosis, and treatment of disorders along a continuum of mental health are explored. Application of the diagnostic criteria in terms of case conceptualization is emphasized.

✿ Students may take this as a non-degree course, which means they do not have to be enrolled in a
CPSY 6245 - Social Psychology♦

(5 cr.)
Students in this course examine both human cognition and behavior through the lens of research and theory in social psychology. Topics include perception, attitudes, relationships and attraction, altruism, prejudice and aggression, conformity and obedience, group behavior, and the influence of culture. The implications of social psychology theory and research are explored in relation to social justice and social change.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CPSY 6250 - Group Process and Dynamics♦

(5 cr.)
Students in this course receive a comprehensive review of counseling approaches to group therapy. The theoretical bases of different approaches to group therapy, including psychoanalytic, existential, person-centered, gestalt, transactional, behavioral, rational-emotive, and reality-therapy are examined. The focus of this course is on counseling of various types of groups, the efficacy of using group therapy as treatment method with multicultural and diverse populations, and the stages of group development.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CPSY 6341 - Psychological Assessment♦

(5 cr.)
There is a variety of assessment types that professionals use in modern clinical psychology settings. In this course, students learn about these assessments, focusing on cognitive and personality assessments as well as other tests commonly used in clinical practice. They engage in a comprehensive examination of measurement theory and the psychometric properties used to develop and evaluate these instruments. Students also explore related topics, including normative sampling and standardization, reliability and validity, test score interpretation, and test development. Through assignments and discussions, students address ethical, legal, and sociocultural issues, including cultural bias and fairness. A foundation for this course is professional standards for psychological testing.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CPSY 6342 - Interventions I♦
The focus of this course is on the acquisition and demonstration of clinical and counseling skills in the context of empirically supported modes of intervention. Students apply skills in treatment planning exercises, clinical vignettes, and face-to-face simulations of psychotherapy sessions.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CPSY 6343 - Interventions II

The focus of this course is on the application of empirically supported treatment and interventions to client problems ranging from problems in living to severe mental disorders in selected populations. Students demonstrate the implementation of intervention models, including cognitive-behavioral therapy, person-centered therapy, short-term dynamic psychotherapy, and integrative psychotherapy. Culturally competent interventions are emphasized within an ethical framework for clinical or counseling practice.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CPSY 6700 - Master’s Practicum I

The focus of this course is on experiential learning, which is an essential component of applied professional training. Students in the practicum are provided with the opportunity to engage in a supervised experience that integrates theory and research with practice. The practicum experience includes guided development of professional skills, awareness of professional and ethical issues, professional and interpersonal growth, development of cultural competence, and effective use of supervision. In addition to on-site supervision, students are required to participate in an online classroom experience.

CPSY 6701 - Culture and Psychology

Students in this course explore the cultural components, research, and theory of cross-cultural psychology. In addition to the previously listed goals, students focus on the impact that culture has on the field of psychology around the world. The scope of this course is broad, with the core theme being cross-cultural psychology (focusing on cultures representing different parts of the world) and comparing cultural influence on human psychology. Many of the topics addressed are related to human development. Additionally, interactions among culture and social behaviors, health, mental health, and mental illnesses are emphasized throughout the duration of this course.
Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

### CPSY 6705 - Ethics and Standards of Professional Practice

(5 cr.)
Students in this course examine the psychologist’s principles of conduct, code of ethics, and standards of practice. The guidelines for practice in specific psychological services and with identified populations are explored. The ethical decision-making process is studied in depth. Topics include informed consent, confidentiality, duty to warn, mandated reporting, recordkeeping, the limits of competency, and dual relationships. Through this course, students also address issues of professional development, such as supervision, peer consultation, and continuing education.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

### CPSY 6722 - Counseling and Psychotherapy Theories

(5 cr.)
Students in this course summarize the history and explore the primary concepts of the major approaches to counseling and psychotherapy in current use. The empirical foundations of each theory are examined, and examples are supplied showing how each method is applied to clients. Limitations of each approach are also explored.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

### CPSY 6728 - Substance Abuse Counseling

(5 cr.)
Students in this course examine psychological aspects of addictions involving alcohol, prescription medications, and illegal substances. Current research in the field of dependency and addiction is explored. Topics include diagnosis, models of treatment, treatment planning, use of group and family treatment plans, and efficacy of treatment. Strategies to promote change, including the transtheoretical model of behavior change, are discussed.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

### CPSY 6810 - Master’s Internship I

(3 cr.)
The focus of this course is on experiential learning, which is an essential component of applied professional training. In the practicum, students have the opportunity to engage
in a supervised experience that integrates theory and research with practice. The practicum experience includes guided development of professional skills; awareness of professional and ethical issues; professional and interpersonal growth; development of cultural competence; and effective use of supervision. In addition to on-site supervision, students are required to participate in an online classroom experience.

CPSY 6900 - Master's Practicum III

(3 cr.)
This course is an optional third quarter following the required two-quarter practicum sequence for those students seeking additional field experience. During this course, students will complete a minimum of 300 additional hours. In this course, students are able to engage in a supervised experience that integrates theory and research with practice. The practicum experience includes guided development of professional skills; awareness of professional and ethical issues; professional and interpersonal growth; development of cultural competence; and effective use of supervision. In addition to on-site supervision, students are required to participate in an online classroom experience.

Prerequisites
- Completion of the practicum application
- Approval of the field placement coordinator

CPSY 6910 - Master's Internship II

(3 cr.)
The focus of this course is on experiential learning, which is an essential component of applied professional training. In the practicum, students have the opportunity to engage in a supervised experience that integrates theory and research with practice. The practicum experience includes guided development of professional skills; awareness of professional and ethical issues; professional and interpersonal growth; development of cultural competence; and effective use of supervision. In addition to on-site supervision, students are required to participate in an online classroom experience.

CPSY 8002 - Foundations of Graduate Studies in Clinical Psychology

(3 cr.)
Students in this course are introduced to Walden University and to the requirements for successful participation in an online curriculum. Students build a foundation for academic and professional success as social change agents. They assess the relationship of Walden's mission and vision to professional goals. They establish connections with their peers and the broader Walden community. Students engage in course assignments focused on the practical application of scholarly writing, critical-thinking skills, academic integrity, ethics, and the promotion of professional and academic excellence within the field of psychology.
CPSY 8101 - Introduction to Forensic Psychology

(5 cr.)
Students in this course are provided with an overview of the areas covered by a broad definition of forensic psychology. In doing so, the students are introduced to the basic tenements of forensic psychology and the criminal justice system. Topics of study include criminal profiling, police psychology, psychology in the criminal courts, correctional psychology and others. Assignments focus on providing the student with a broad basic knowledge of the forensic psychology field.

Prerequisites
- CPSY 8002L

CPSY 8102 - Intersection of Crime, Psychology, and the Law

(5 cr.)
Students in this course are provided with an expansive overview of forensic psychology, including basic tenets, practices, and procedures. Students explore subspecialties of forensic psychology; roles and responsibilities; and related legal, ethical, and diversity issues. They learn how forensic psychology links to the criminal justice system as they explore related topics, including criminal profiling, police psychology, psychology in the criminal courts, and correctional psychology. Through this course, students acquire a broad understanding of forensic psychology theories and concepts, which they apply to the analysis of controversial issues and contemporary challenges within the field.

CPSY 8126 - Understanding Violence, Risk, and Threat Assessment

(5 cr.)
Students in this course cover the varied assessment techniques and instruments used in the forensic psychology arena. Some of the assessment areas covered include risk assessment, juvenile evaluations, lie detection, custody evaluations, and many of the psychological tests and instruments that are used in these assessments. Students receive a solid foundation of the knowledge of forensic psychology techniques and assessment in this course rather than specific skills in administering and interpreting psychological tests.

Prerequisites
- CPSY 8101
- CPSY 8002L

CPSY 8207 - History and Systems of Psychology

(5 cr.)
Students in this course focus on the historical and philosophical roots of psychology and counseling. Topics include structuralism, functionalism, behaviorism, psychoanalysis,
gestalt, and existentialism, as well as contemporary perspectives including evolutionary psychology, positive psychology, postmodernism, and feminist psychology. Themes of diversity and multiculturalism in psychology and counseling are highlighted within each of the perspectives.

**Prerequisites**

- CPSY 8002L

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**CPSY 8214 - Consulting for Organizational Change**

(5 cr.)

Organizational and professional development (OPD) professionals promote and implement organizational change by using fundamental techniques of change management. Students in this course examine and apply these tools, including consulting competencies, approaches, and organizational change models to learn the skills of an OPD consultant. Students explore methods for accelerating individual, group, and organizational performance through consulting, coaching, and change management. They also explore related topics, such as organizational assessment; team development; strategic planning; group dynamics; power, politics, and influence; leadership; and conflict management. Students apply course concepts to the assessment of an organization and the development of strategies to address identified needs for change.

**Prerequisites**

- CPSY 8002L
- CPSY 8752

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**CPSY 8215 - Lifespan Development**

(5 cr.)

Students in this course are provided with an advanced overview of human development through the lifespan, including prenatal, childhood, adolescent, adult, and late-adult phases. Students examine and apply basic processes and theories to developmental milestones that occur within these phases of development. They explore factors of heredity and environmental elements on human development, and they consider ethical issues, research considerations, and global perspectives as they assess strategies to promote optimal development. Students also engage in coursework and discussions that highlight themes of diversity and social change.

**Prerequisites**

- CPSY 8002L

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**CPSY 8226 - Biopsychology**

(5 cr.)

An important branch of psychology, known as biopsychology, combines neuroscience
with basic psychological models for the purpose of understanding how the brain and neurotransmitters influence human behavior. In this course, students examine the structure and functions of the central and peripheral nervous systems and explore the impact of neurobiology, endocrinology, and physiology on human behavior. They learn about brain functioning, including exploration of neural conduction; effects of neurotransmitters; sensory systems; and mechanisms of attention, memory, perception, and language. Students also explore literature addressing issues related to neuroplasticity, lateralization, and regeneration. Applying knowledge and skills gained throughout the course, students develop a final research paper through which they synthesize biopsychology concepts, critically analyze related research, and demonstrate APA-writing ability.

Prerequisites
- CPSY 8002L

CPSY 8238 - Cognitive and Affective Bases of Behavior

(5 cr.)
Core theories of cognition and affect are reviewed as well as their roles in human functioning. Students in the course will review basic components of cognition, including knowledge acquisition, knowledge representation, language and various aspects of thinking, and emotions. There is also a focus on the multidimensional and interactive characteristics of human cognitive and affective functioning. A specific emphasis is placed on theories and research bearing on how cognition and affect interact in important areas of human functioning such as emotional regulation, construction of reality, motivation, psychopathology, and health.

Prerequisites
- CPSY 8002L
- CPSY 8781

CPSY 8242 - Changing Health Behavior: Theory and Practice

(5 cr.)
Students in this course will review past and current models of health behavior change, disease prevention, disease management, and relapse prevention. Coverage of health-related issues includes dietary needs, tobacco and drug use, safer sexual practices, and stress management. In addition, students will examine the analysis of behavior change within specific populations (young, elderly, cognitively impaired, etc.) and factors that predict or serve as obstacles to lifestyle change and adherence.

Prerequisites
- CPSY 8002L
CPSY 8245 - Interpersonal Psychotherapy

(5 cr.)
Students in this course will acquire and demonstrate skills essential to the practice of the interpersonal psychotherapy approach to treatment. Students will integrate historical and current views of relational theory and its relationship to the interpersonal psychotherapy approach and how this information impacts clinical practice and focus when attempting to decrease or eliminate symptoms and solve problems in a client's experience. In addition, students will synthesize research regarding interpersonal psychotherapy and its effectiveness in treatment regarding various disorders and maladaptive behavioral patterns as well as its effectiveness and/or limitations when working with diverse populations. Students will have the opportunity to demonstrate clinical interviewing skills, interpersonal psychotherapy treatment approach skills, case conceptualization skills from the interpersonal psychotherapy approach, and receive feedback from faculty and peers. Ethical considerations specific to the practice of the interpersonal psychotherapy approach are discussed.
Prerequisites
- CPSY 8002L
- CPSY 8781

CPSY 8247 - Social Psychology

(5 cr.)
Factors of cognition and social behavior are at the root of nearly all experiences pertaining to individuals in society. In this course, students use the lens of social psychology to examine perceptions, attitudes, relationships and attraction, motivation to help others, prejudice and aggression, conformity and obedience, group behavior, and the influence of culture. Students apply knowledge and skills gained in the course to a final project in which they develop a plan for using social psychology research to address a significant social problem. Moreover, students consider ways to extend lessons learned to their personal and professional lives to effect positive social change as scholar-practitioners.
Prerequisites
- CPSY 8002L

CPSY 8284C - Psychology Practicum III

(3 cr.)
This course is the third of the four-course, yearlong practicum sequence. Students continue their practicum, applying the principles and methods of empirically supported treatments and approaches learned from their coursework. Students bring closure to their work on real-world problems that they developed with their preceptors. Students
evaluate and complete their practicum project and present their project in the workplace and in the online classroom.

**CPSY 8285C - Psychology Practicum IV**

(3 cr.)
This course is the fourth of the four-course, yearlong practicum sequence. Students continue their practicum applying the principles and methods of empirically supported treatments and approaches learned from their coursework. Students bring closure to their work on real-world problems that they developed with their preceptors. Students evaluate and complete their practicum project and present their project in the workplace and in the online classroom.

**CPSY 8290 - Psychology Practicum I**

(3 cr.)
This course is the first of the two-course practicum sequence. Students are able to engage in a supervised experience that integrates theory and research with practice. Working in collaboration with their site supervisor and course instructor, the students' practicum experience includes guided development of intermediate conceptual, assessment, intervention, and evaluation skills; awareness of professional and ethical issues; professional and interpersonal growth; development of cultural competence; and effective use of supervision.

Prerequisites
- Field Experience approval required

**CPSY 8291 - Psychology Practicum II**

(3 cr.)
This course is the second of the two-course practicum sequence. Students are able to engage in a supervised experience that integrates theory and research with practice. Working in collaboration with their site supervisor and course instructor, the students' practicum experience includes guided development of intermediate conceptual, assessment, intervention, and evaluation skills; awareness of professional and ethical issues; professional and interpersonal growth; development of cultural competence; and effective use of supervision.

Prerequisites
- Field Experience approval required

**CPSY 8292 - Psychology Internship I**

(3 cr.)
The internship course is taken in conjunction with a supervised clinical experience and is
intended to prepare clinical psychology students for readiness to enter practice. This course follows completion of the practicum sequence and is designed to develop intermediate intervention and assessment skills, integrate professional knowledge and skills with evidence-based practices, and continue focused development in specialization areas. A minimum of 2,000 clock hours with at least 900 clock hours of direct client contact must be documented.

Prerequisites
- Field Experience approval required

CPSY 8293 - Psychology Internship II

(3 cr.)
The internship course is taken in conjunction with a supervised clinical experience and is intended to prepare clinical psychology students for readiness to enter practice. This course follows completion of the practicum sequence and is designed to develop intermediate intervention and assessment skills, integrate professional knowledge and skills with evidence-based practices, and continue focused development in specialization areas. A minimum of 2,000 clock hours with at least 900 clock hours of direct client contact must be documented.

Prerequisites
- Field Experience approval required

CPSY 8294 - Psychology Internship III

(3 cr.)
The internship course is taken in conjunction with a supervised clinical experience and is intended to prepare clinical psychology students for readiness to enter practice. This course follows completion of the practicum sequence and is designed to develop intermediate intervention and assessment skills, integrate professional knowledge and skills with evidence-based practices, and continue focused development in specialization areas. A minimum of 2,000 clock hours with at least 900 clock hours of direct client contact must be documented.

Prerequisites
- Field Experience approval required

CPSY 8295 - Psychology Internship IV

(3 cr.)
The internship course is taken in conjunction with a supervised clinical experience and is intended to prepare clinical psychology students for readiness to enter practice. This course follows completion of the practicum sequence and is designed to develop intermediate intervention and assessment skills, integrate professional knowledge and
skills with evidence-based practices, and continue focused development in specialization areas. A minimum of 2,000 clock hours with at least 900 clock hours of direct client contact must be documented.

Prerequisites
- Field Experience approval required

CPSY 8316 - Tests and Measurement

(5 cr.)
Students in this course are provided with an overview of the different types of tests used in clinical, educational, and organizational settings. Students engage in a comprehensive examination of psychometric properties used to develop and evaluate these instruments. They examine normative sampling and standardization, reliability and validity, test score interpretation, and test development. Students also consider related ethical, legal, and sociocultural issues, including cultural bias and fairness. Professional standards for testing provide a foundation for the course.

Prerequisites
- RSCH 8110

CPSY 8520 - Psychology and the Courts

(5 cr.)
Students taking this course cover the major roles that a forensic psychologist could have within the court system. Issues such as expert testimony, jury selection, eyewitness testimony, and consultation with attorneys are covered. Additionally, practical skills such as documentation and report writing are addressed.

CPSY 8522 - Psychology and the Courts

(5 cr.)
In this course, students cover the major roles that a forensic psychologist could have within the court system. Issues such as expert testimony, jury selection, eyewitness testimony, and consultation with attorneys will be covered. Additionally, practical skills such as documentation and report writing will be addressed.

Prerequisites
- CPSY 8002L
- CPSY 8101

CPSY 8700 - Psychology and Social Change

(5 cr.)
In this course, students analyze and evaluate theories of social and personal change.
Students engage in a variety of conceptual and application assignments focused on power and social inequalities, ethnic inequalities, global environment, and issues related to gender and sexism, such as homophobia. In addition, students examine the impact of social change theories on children, families, and societies. They explore the concepts of change agent and change advocate as well as the role of the psychologist as change agent. Students also engage in an integrative written assignment to synthesize theories and analyze a current social problem in their community, for which they propose an action to address the issue and drive positive social change.

Prerequisites
- CPSY 8002L

CPSY 8745 - Health Psychology

(5 cr.)
Health psychologists work toward positive change in healthcare and health behavior through the study of relationships between patients and providers, how individuals and groups adapt to illness, damaging health behaviors, health cognitions, and many other related issues. In this course students explore the field of health psychology with a focus on the biopsychosocial model. They discuss behavioral and biomedical theories as well as the effect of psychological (personality), behavioral (health behaviors and coping), and social factors (stress and physician-patient relationships) on physical health and wellness. Through the examination of current literature and peer discussions, students explore and address issues related to cardiovascular and immune health, including heart disease, stroke, cancer, and HIV/AIDS. They demonstrate their understanding of course material and consider how topics apply to their personal and professional life through the development of taskforce papers, a health brochure, and a final essay.

Prerequisites
- CPSY 8002L

CPSY 8748 - Stress and Coping

(5 cr.)
Students in this course examine contemporary theories on the perception of stress, appraisal of stressors, ways of coping, and the psychophysiological mechanisms involved in the stress response. They explore topical issues, including psychoneuroimmunology, behavioral nutrition, psychophysiology, traumatic stress, chronic pain, and stress-related psychophysiological and medical disorders as they relate to stress and coping. Students engage in discussions designed to provide practical application of course content. Demonstrating breadth and depth of knowledge and critical-thinking skills, students explore a topic of interest through a final research proposal and paper on a current issue related to course concepts.

Prerequisites
- CPSY 8002L

**CPSY 8752 - Psychology of Organizational Behavior**

(5 cr.)
Effective leadership coaches must be fully capable of working with clients immersed in different organizational cultures that present unique challenges. In this course, students apply models, approaches, and frameworks; individual and team coaching strategies; and ethical guidelines to multiple case studies related to coaching for leadership development. Students gain practical insight on the characteristics, factors, and conditions that influence coaching efficacy, assessment, and evaluation. In addition, students consider diversity, ethics, and professional issues and challenges in the context of leadership coaching.

**Prerequisites**
- CPSY 8002L

**CPSY 8755 - Leadership and Leader Development**

(5 cr.)
Effective leadership requires the ability to facilitate positive change, lead others in efforts to effect similar change, and work through challenges when met with resistance to change. Students in this course are provided with an extensive overview of leadership theories. Students explore definitions of leadership, major theoretical leadership models, and contextual and situational factors related to leadership and change. Students also examine various perspectives on leadership and the role of leadership in the achievement of organizational, group, and team goals. Students engage in practical assignments and discussions, focusing on effective leadership issues and practices during the process of organizational change.

**Prerequisites**
- CPSY 8002L

**CPSY 8762 - Teaching of Psychology**

(5 cr.)
Students in this course examine theories, techniques, and issues related to teaching psychology at the college/university level, both online and in person. They focus primarily on teaching skills, developing rapport with students, managing the course, and managing the classroom. Classroom communication and ethical issues relevant to both faculty and students are also covered.

**Prerequisites**
- CPSY 8002L
CPSY 8763 - Principles of Instructional Design

(5 cr.)
Students in this course are presented with an overview and critical analysis of various instructional methods and techniques, including their historical, psychological, and social foundations. Students analyze specific instructional applications in various settings and through multiple theories of learning, such as behavioral, cognitive, humanistic, and social-situational. They apply prior knowledge of learning, development, and cognition to understand these applications. Students also consider and discuss the major challenges affecting curriculum design as well as potential future trends. Demonstrating understanding of course concepts, students critically analyze and present current issues in instructional design through collaborative projects.
Prerequisites
• CPSY 8002L

CPSY 8764 - Instructional Design for Online Course Development

(5 cr.)
In this course, students explore instructional design and delivery of online courses, issues related to assessment, evaluation in a distance-learning environment, and appropriate and systematic use of technology in online learning venues. Addressing course objectives and discussion questions, students explore and assess issues related to learning styles and instructional strategies in the online environment as well as alternatives to the online lecture. Students gain hands-on experience developing components for online instruction using course concepts and best practices in the field.
Prerequisites
• CPSY 8002L
• CPSY 8763

CPSY 8781 - Psychopathology From a Clinical Perspective

(5 cr.)
Students in this course are provided with an in-depth examination of current theory and research associated with major psychological disorders and their diagnosis. The primary classification systems are explored in terms of their applicability and limitations. The factors that impact the assessment, diagnosis, and treatment of disorders along a continuum of mental health are explored. Application of the diagnostic criteria in terms of case conceptualization is emphasized.

CPSY 9000 - Dissertation

(5 cr. per term for a minimum of 4 quarters until completion)
Doctoral students are provided with the opportunity to integrate their program of
study into a research study through which they explore a specific area of interest in this course. Students complete the dissertation with the guidance of a chair and committee members through a learning platform classroom in which weekly participation is required. Students work with their dissertation chair to write the prospectus, complete an approved proposal (the first three chapters of the dissertation), complete an application for Institutional Review Board approval, collect and analyze data, and complete the dissertation. During the final quarter, students prepare the dissertation for final review by the university and conclude with an oral defense of their dissertation. Once students register for CPSY 9000, they are registered each term until successful completion of the dissertation for a minimum of four terms. Students take this course for a minimum of four quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval.

To complete a dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

Prerequisites
- All prior coursework

CPSY 9000L - Dissertation

(5 cr. per term for a minimum of four terms)
Doctoral students are provided with the opportunity to integrate their Program of Study into a research study through which they explore a specific area of interest in this course. Students complete the dissertation with the guidance of a chair and committee members through a learning platform classroom in which weekly participation is required. Students work with their dissertation chair to write the prospectus, complete an approved proposal (the first three chapters of the dissertation), complete an application for Institutional Review Board approval, collect and analyze data, and complete the dissertation. During the final quarter, students prepare the dissertation for final review by the university and conclude with an oral defense of their dissertation. Once students register for CPSY 9000L, they are registered each term until successful completion of the dissertation for a minimum of four terms.

Prerequisites
- Foundation courses
- Core courses
- Designation of an approved dissertation committee chairperson
CRJS 1001 - Contemporary Criminal Justice Systems♦

(5 cr.)
What is criminal justice and how is it delivered and administered? Student in this course are provided with a survey of the contemporary criminal justice system in the United States, with emphasis on the roles and responsibilities of police (law enforcement), courts (adjudication), and corrections. Students analyze methods of diversion by criminal justice personnel at all levels of practice. Students analyze the components of and major players in the criminal justice process and system and apply this content to current events and dilemmas. They overview crime and criminal law and explore how these concepts connect to criminal justice. Students also consider diversity, mental health considerations, and ethical challenges and issues as they relate to all aspects of criminal justice. Finally, students explore and discuss how the criminal justice system addresses criminality; consider its strengths and limitations; and examine issues, challenges, and trends related to the system.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CRJS 2001 - Criminology and Social Control♦

(5 cr.)
People commit crimes for a variety of reasons, and these crimes vary in their impact on individual victims and society. Students in this course examine a range of views, definitions, and perspectives on crime and criminology; the nature, causes, and typologies of crime and offenders; theories that attempt to explain why individuals commit crimes; and approaches to the prevention and control of crime. Students apply theories and perspectives to crime in real life as well as to crime presented in vignettes and case studies. Students devote special attention to the debate between social-responsibilities and social-problems approaches to criminology.

Prerequisites
BS in Criminal Justice
- CRJS 1001 or PSYC 1001 or PSYC 1001Y or PSYC 1002 or PSYC 1003

BS in Human Services Criminal Justice Concentration
- CRJS 1001 or PSYC 1001 or PSYC 1001Y or PSYC 1002 or PSYC 1003

BS in Psychology Forensic Psychology Concentration
- CRJS 1001 or PSYC 1001 or PSYC 1001Y or PSYC 1002 or PSYC 1003

All Other Programs
- CRJS 1001 or PSYC 1002 or PSYC 1003

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
CRJS 2002 - Juvenile Delinquency and Justice♦

(5 cr.)
In this course, students examine the factors that lead some juveniles to engage in criminal or antisocial behavior as well as ways to intervene in the process and outcome. They consider the biological, psychological, and sociological factors in juvenile delinquency as well as modern trends in prevention and treatment. Through traditional literature and interactive learning modules, students explore the concept of juvenile justice and consider the proper age that society should hold a juvenile criminally responsible as well as the age that juveniles should be tried as adults.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CRJS 2003 - Criminal Law♦

(5 cr.)
Books, movies, and television programs about crime, particularly those that feature criminals and trials, have been popular for decades. But there's more to criminal law than the theatrics that media often features. In this course, students examine the concepts and principles related to criminal law. They engage in discussions and assignments designed to provide practical application on a variety of topics, including domestic and international crimes, criminal defense, punishment, and sentencing.

Prerequisites
BS Criminal Justice
- CRJS 1001 or POLI 1001 or POLI 1001S or FPSY 2101

BS in Human Services Criminal Justice Concentration
- CRJS 1001 or POLI 1001 or POLI 1001S or FPSY 2101

All Other Programs
- CRJS 1001 or POLI 1001

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CRJS 3001 - Corrections♦

(5 cr.)
What is the goal of the corrections system? Is it punishment, rehabilitation, or both? In this course, students have the opportunity to answer such questions through the examination of the history of corrections as well as the practice and legal environment in corrections, including institutional and community-based programs and their relationship to other areas of the criminal justice system. Students also learn about correctional philosophy and practices related to incarceration, diversions, community-based corrections, and treatment of offenders. They employ analytical skills to assess
the role of corrections professionals and challenges facing corrections in a society that continues to change in demographics, norms, and expectations of criminal justice.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CRJS 3002 - Courts and Judicial Process♦

(5 cr.)
The pathways through the judicial process begin with choices—from a decision to arrest through the pursuit of a case in the system. In this course, students analyze and apply information about the components of the judicial system, including their structure, function, and processes. Students examine the professional roles within the system and learn how the system selects these figures. They learn about judicial conduct and professional standards and apply these concepts to examples of judicial behavior. Students also analyze issues related to the courts and judicial process in an increasingly diverse society and consider these in regard to future trends, such as in cases and legal claims.

Prerequisites
BS Criminal Justice
- CRJS 1001 or PSPA 1002 or PSYC 1001 or PSYC 1001Y or FPSY 2101 or CRJS 2002
BS in Human Services
- CRJS 1001 or PSPA 1002 or FPSY 2101 or CRJS 2003
BS in Psychology Forensic Psychology Concentration
- CRJS 1001 or PSPA 1002 or PSYC 1001 or PSYC 1001Y or FPSY 2101 or CRJS 2002
All Other Programs
- CRJS 1001 or PSPA 1001
- CRJS 2003

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CRJS 3003 - Law Enforcement♦

(5 cr.)
There is a diverse assortment of issues and challenges involved in enforcing laws and protecting the public, for which a wide array of agencies share responsibility in addressing. Such agencies encompass federal, state, and local police as well as private figures, such as security officers and city inspectors. In this course, students examine the roles and responsibilities of law enforcement professionals and explore the development and evolution of law enforcement in the United States. They examine community
policing models and the use of power, discretion, and deception by police. Students also engage in practical discussions and exercises to explore long-standing, contemporary, and future law enforcement issues and challenges.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CRJS 3004 - Data Analysis for Criminal Justice Professionals♦

(5 cr.)
All criminal justice professionals must understand the methods of extracting and using data and research—a critical function lending to the responsibilities of all roles in the system, including law enforcement, crime prevention, sentencing, and corrections. Students in this course explore how professionals apply basic statistical principles and research methods to contemporary criminal justice problems and issues in court, law enforcement, and correctional settings. Students learn how to evaluate data and research, represent data using graphs, and present data using statistical measures. They also consider ethical issues related to criminal justice research and technological advancements that influence current and future criminal justice data analysis and research.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CRJS 3010 - Profiling Serial and Mass Murderers♦

(5 cr.)
Law enforcement officials characterize serial murder among one of the most abhorrent of all criminal behavior. In this course, students examine the interest in serial and mass murder in popular culture and explore typologies and theories of criminal behavior. They assess and discuss the history and evolution of profiling; roles, goals, and responsibilities of profilers; the use of profiling in criminal investigations; and populations victimized by serial and mass murderers. Students also apply typologies and criminal theories to real-world case scenarios.

Prerequisites
BS Psychology Criminal Justice Concentration
• CRJS 1001 or PSYC 1001 or PSYC 1001Y or PSYC 1002 or PSYC 1003
All Other Programs
• CRJS 1001 or PSYC 1002 or PSYC 1003

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CRJS 4101 - Criminal Evidence and Investigation♦
Criminal investigation is a critical duty at all levels of public and private law enforcement. Students in this course examine the integral tasks involved in such investigation through the examination of proper collection, tagging, and processing of evidence as well as the chain of custody. Students also learn how to assess a crime scene; interview and interrogate witnesses and suspects; and use informants and surveillance techniques in an investigation. Students also consider and discuss the codes of ethics to which investigators adhere as well as the impact of technological advancements on the future of criminal investigation.

Prerequisites
- CRJS 1001

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CRJS 4102 - The Criminal Mind

What makes a criminal unique? Criminal justice professionals confront criminal behavior in many forms. In this course, students explore theories and research that provide cognitive, behavioral, and psychological explanations of criminal behavior. Through the examination of such theories, students have the opportunity to gain the professional knowledge and sensibilities to be able to interact effectively with offenders. Students also investigate potential trends and current biological research that may change or advance the study and treatment of criminal behavior.

Prerequisites
- BS Criminal Justice: CRJS 1001 or PSYC 1001 or PSYC 1001Y or PSYC 1002 or PSYC 1003 or FPSY 2101
- BS in Psychology Criminal Justice and Forensic Psychology Concentrations: CRJS 1001 or PSYC 1001 or PSYC 1001Y or PSYC 1002 or PSYC 1003 or FPSY 2101
- All Other Programs: CRJS 1001

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CRJS 4103 - Drugs, Gangs, and Organized Crime

The implications surrounding drug trade, gangs, and organized crime are felt throughout communities domestically and around the globe. In this course, students explore these
implications as well as domestic and international law enforcement efforts in managing issues contiguous to drugs and crime. Students have the opportunity to gain real world insight into urban problems involving drugs, gang processes and activity, and organized crime through examination of current information and trends. They further dissect these concerns to learn what impact such issues have on crime in general and the cost of policing in the United States.

**Prerequisites**
- CRJS 1001

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**CRJS 4150 - Capstone: International Justice and Human Rights**

*(5 cr.)*
In this capstone course, students have the opportunity to discover new concepts and synthesize existing knowledge and skills acquired throughout the program, keeping in mind the end goal of future positive social change. They first focus their attention on the basic rights of all human beings and the rule of law in the international arena—topics of increasing global importance. Students also investigate real-world examples of human rights violations, both domestic and international, and they assess responses and resolutions to such violations. Finally, students develop a project or paper that integrates and applies the concepts of international justice, rule of law, and/or human rights in their area of concentration.

**Prerequisites**
- CRJS 1001

**CRJS 4160 - Capstone: Ethics and Diversity in Criminal Justice**

*(5 cr.)*
Students in this course will explore the implications of ethics and diversity in the criminal justice field. Students examine the importance of ethical behavior on controversial issues and decision-making in law enforcement, corrections, and the courts system. Students will also explore the importance of diversity among employees in the field of criminal justice, as well as an understanding of cultural diversity as a building block of an unbiased justice system.

**Prerequisites**
- All required core and concentration courses

**CRJS 4201 - Restorative Justice**
Criminal justice involves more than retribution; it is twofold in that it must punish offenders and also address their needs and the needs of victims and the community. Students in this course explore the theory of justice and practices that emphasize repairing the harm caused by criminal behavior. They learn the ways in which this effort contrasts with an adversarial approach to justice. Students learn about strategies involving stakeholders in actions that transform the relationships among victims, offenders, communities, and criminal justice agencies in their response to crime. They also explore and reflect on case studies and topical models for an in-depth understanding how professionals conduct restorative justice in the real world.

**Prerequisites**

**BS Criminal Justice**
- CRJS 1001 or PSYC 1001 or PSYC 1001Y or PSYC 1002 or PSYC 1003 or FPSY 2101

**BS in Human Services Criminal Justice Concentration**
- CRJS 1001 or PSYC 1001 or PSYC 1001Y or PSYC 1002 or PSYC 1003 or FPSY 2101

**BS in Psychology Criminal Justice Concentration**
- CRJS 1001 or PSYC 1001 or PSYC 1001Y or PSYC 1002 or PSYC 1003 or FPSY 2101

**All Other Programs**
- CRJS 1001

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**CRJS 4202 - Mobilizing and Coordinating Community Response**

While victim response is vital, it is also important to focus on the potential effects of crime on a community, such as economic instability, drug use, prejudices, and further criminal activity. Students in this course identify existing community resources that professionals use in conjunction with planned and ad hoc community responses to learn positive and effective intervention strategies that address the needs of individuals and communities affected by criminal incidents. They also assess the challenges inherent in such efforts and discuss ways to mitigate obstacles. Gaining new perspectives on possible ways to address the coordination of community response, students examine how victims perceive crime and/or change their role as a result of the crime.

**Prerequisites**

**BS Criminal Justice**
- CRJS 1001 or HLTH 3115 or PSYC 1001 or PSYC 1001Y or PSYC 1002 or PSYC 1003

**BS in Human Services Criminal Justice Concentration**
• CRJS 1001 or HLTH 3115S or PSYC 1001 or PSYC 1001Y or PSYC 1002 or PSYC 1003

BS in Psychology Criminal Justice Concentration

• CRJS 1001 or HLTH 3115 or PSYC 1001 or PSYC 1001Y or PSYC 1002 or PSYC 1003

All Other Programs

• CRJS 1001

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CRJS 4203 - Introduction to Victimology

(3 cr.)
There are many considerations related to the perception, needs, and treatment of crime victims, which continue to lend to a growing area of study and legislation. Students in this course learn about the different types of victimization as well as the differences between direct and indirect victims of crime. They examine the role of criminal justice practitioners who work with and respond to victims. Students also assess and discuss the many ethical issues related to victims' human and civil rights and the impact of these rights on criminal justice professionals and changing legislation. Through case studies and contemporary literature, students also analyze both current problems and future trends in victimology.

Prerequisites
BS Criminal Justice

• CRJS 1001 or PSYC 1001 or PSYC 1001Y or PSYC 1002 or PSYC 1003 or FPSY 2101

BS in Human Services Criminal Justice Concentration

• CRJS 1001 or PSYC 1001 or PSYC 1001Y or PSYC 1002 or PSYC 1003 or FPSY 2101

BS in Psychology Criminal Justice and Forensic Psychology Concentrations

• CRJS 1001 or PSYC 1001 or PSYC 1001Y or PSYC 1002 or PSYC 1003 or FPSY 2101

All Other Programs

• CRJS 1001

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CRJS 4205 - Crisis Intervention
Communities around the nation have identified the need for resources to help people in various states of crisis, such as those associated with mental health issues, substance and alcohol abuse, and myriad forms of violence. Criminal justice professionals are positioned to refer those in crisis to proper community resources or use alternate intervention responses that may avoid arrest and incarceration. In this course, students explore the phenomenon of crisis through models, skill-sets, and methods used for crisis intervention. Students examine examples of these such as de-escalation, diffusion, negotiation, employment of multicultural perspectives, and Crisis Intervention Teams (CITs).

**Prerequisites**
- CRJS 1001

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**CRJS 4206 - Probation and Parole**

Students in this course will review historical trends in and the evolution of probation and parole as applied in the U.S. criminal justice system. Course discussion topics will include community-based programs, such as work release, halfway houses, treatment centers, and therapeutic community centers. The course includes an examination of both adult and juvenile systems and the stakeholders in community corrections.

**Prerequisites**
- CRJS 1001

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**CRJS 4301 - Terrorism**

Acts of physical and psychological violence to create fear have occurred throughout the ages, but they have only recently begun to affect the United States directly. The American public, now more than ever, must be aware of the possible threat of further terrorist attacks. In this course, students learn about current legislation to counter terrorism as well as to provide U.S. citizens with knowledge of these efforts and any further threats. Students engage in assignments on topics related to domestic and international terrorism, including theory, history of and trends related to terrorism, causes and goals of terrorist groups, and responses to terrorist acts by the criminal justice system. Students examine and analyze contemporary terrorist threats and movements and contemplate future trends.

**Prerequisites**
- BS in Criminal Justice
  - CRJS 1001 or HLTH 3115
- All Other Programs
  - CRJS 1001
Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CRJS 4302 - Critical Incidents and Cross-Agency Coordination♦

(5 cr.)
What happens when disasters occur, natural or otherwise, and the agencies that respond operate independent of one another? Students in this course have the opportunity to examine the fallout of such events to learn effective ways to manage critical incidents, avoiding errors of the past, thus helping to prevent widespread harm to communities. They learn about the development of broad-based contingency planning and the development of strategies, policies, and procedures for cross-agency coordination. Through practical exercises and simulations, students sharpen their critical-thinking and problem-solving skills as they learn ways to develop models of cross-agency coordination that anticipate prototypical critical incident responses.

Prerequisites
• CRJS 1001

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CRJS 4303 - WMD and Disaster Response♦

(5 cr.)
In an age of technological innovation, nuclear advancement, and virtual spread of knowledge, terrorism is at the vanguard of governmental action. In this course, students explore and discuss methods used by the criminal justice system to counter and manage disaster incidents, and they examine law enforcement responses to such incidents. Students learn about the function of the National Incident Management System (NIMS) and the Incident Command System (ICS)—agencies created specifically to provide specialized guidance and support to all levels of government and nongovernmental organizations who respond to disasters. They examine different types of weapons of mass destruction (including biological and chemical threats) as well as cyber terrorism. Through this course, students work toward gaining practical skills to engage in organizational preparation efforts in many different professional positions, including disaster response.

Prerequisites
• CRJS 1001

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
CRJS 4401 - Management and Supervision in Criminal Systems

(5 cr.)
Today’s criminal justice organizations are complex and varied, and they require effective management, administration, and leadership. Students in this course analyze and discuss the function and nature of criminal justice organizations. Through the examination of traditional literature, in addition to contemporary videos and articles, students learn about criminal justice management and leadership roles and processes, politics and socialization, motivation, organizational change, technology, and current ethical considerations. Students apply concepts presented in the course to practical management problems and issues in law enforcement, prosecution, courts, and corrections.

Prerequisites
- CRJS 1001

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CRJS 4402 - Planning and Budgeting

(5 cr.)
Planning and applying effective budgeting strategies are critical elements in managing corporate and government criminal justice organizations. In this course, students have the opportunity to gain fundamental skills for effective management while focusing on short- and long-term financial analysis as well as on policy and budget creation. They complete practical application assignments, focusing on issues of plan development, grant sources, and different tasks and challenges related to budgeting. Students also engage in discussions with peers on a variety of topics, such as the public and private budgets, strategies, financing, forecasting, and ethical issues related to public budgeting.

Prerequisites
- CRJS 1001 or MATH 1002

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CRJS 5111 - Information Technology in Criminal Justice

(5 cr.)
In the 21st century, criminal justice organizations have evolved in the way they use records and data management systems to protect and gather evidence. While new technologies and the use of social media have increased and have assisted criminal justice professionals in tracking and apprehending criminals, there still are challenges for law enforcement, the courts, and prison systems. In this course, students will explore case studies related to challenges with protecting and collecting evidence as well as
ethical dilemmas with the use of technology. Students examine how technology is used in criminal law, law enforcement, criminal procedures, or court procedures. In addition, students can look into the future of information technology as it relates to criminal justice.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CRJS 5137 - The Nature of Crime and Criminology

(5 cr.)
Students in this course are introduced to contemporary views and theories of maladaptive and criminal behavior. They examine a broad conceptualization of criminal behavior from an interdisciplinary perspective as well as theories and application of criminal profiling. Students also explore specific views of criminal behavior germane to groups, such as psychopaths, serial offenders, and sexually violent predators. At the end of this course, students will have an understanding of the theories and practices that are the foundations of the field of criminology.

CRJS 5203 - Victimology

(5 cr.)
What is the relationship between victims and those who commit crimes against them? How does the criminal justice system protect victims of crime? Who are the secondary victims of crime? In this course, students explore how victims interact with the police and the legal system and their patterns and tendencies. Students review how factors such as class, race, and sexual orientation affect the perception of the victim by different constituents, including the public, the court system, and the media. Students assess the concept of primary and secondary victims and gain knowledge about the range of services and resources available to victims.

CRJS 5215 - Controversies in Criminal Justice

(5 cr.)
In this course, students review recent events that have significantly changed how the legal system interprets the U.S. Constitution, the U.S. Code, and the U.S. Patriot Act. Students analyze case studies to further explore relevant events, such as how the terrorist acts of September 11, 2001, have broadened the interpretation of certain areas of the law. Students heighten their understanding of how social and historical changes have shifted perspectives and sparked debates on expanding the rights of government versus safeguarding personal civil rights and civil liberties.

CRJS 5216 - Criminal Justice Research♦
CRJS 5217 - Technological Solutions and 21st-Century Crime

(5 cr.)
In this course, students learn about the relationship of technology and criminal activity, which includes current trends in cyber crime. Not only will students gain a comprehensive view of cyber crime, they will learn how technology is used by law enforcement agencies to track and apprehend such criminals. Students are provided with technique scenarios for solving the crimes. Methods to deal with the problem are introduced, and students study legal responses for these issues. By identifying, data mining, protecting, and gathering evidence, students will have a comprehensive understanding of solving and prosecuting these crimes. Additionally, techniques and tools used to build and solve cyber crime cases are presented and analyzed.

CRJS 5218 - Applied Communication♦

(5 cr.)
Practitioners in the field of criminal justice must be adept in preparing communications for colleagues, supervisors, and the public. In this course, students have the opportunity to develop the skills needed to produce effective documents that criminal justice professionals use on a daily basis, such as court records, data analysis reports, and program-implementation plans. Student learn how to conduct interviews, gather background information, and use decision-making and critical-thinking skills to create clear, concise communications. They broaden their ability to write for a specific purpose and a highly defined audience as they incorporate criminal justice principles and practices into a variety of communication tools.
♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

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CRJS 5400 - Strategic Context of Management and Leadership♦

(5 cr.)
Students in this course engage in a collaborative study of the changing strategic context of criminal justice management and leadership. Students will understand the strategic context for stakeholder relations needed while resolving issues in criminal justice. They engage in readings and practical assignments that emphasize management and leadership in a time of unprecedented and unpredictable change. Students also work toward being able to apply data and statistics to engage communities and to design program evaluations.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CRJS 5511 - Special Populations

(5 cr.)
Students in this course perform an in-depth analysis of treatment of women and people of color as professionals, litigants, victims, and offenders in the criminal justice system. They further examine systemic outcomes of the intersections of race, class, sexual orientation, and gender for these groups in relation to social justice and social inequality. Through critical examination of readings and data analysis, students will come to understand the complexity of the historical relationship between these groups and the American criminal justice system and broader social context.

CRJS 6002 - Foundations of Graduate Study

(3 cr.)
Students in this course are introduced to Walden University and to the requirements for successful participation in an online curriculum. Students work toward building a foundation for academic and professional success as a scholar-practitioner and social change agent. They assess the relationship of mission and vision to professional goals and develop a program of study and strategies for online success. Students also explore resources used throughout the program, such as the online Walden University Library. Students engage in course assignments focused on the practical application of professional writing, critical-thinking skills, and the promotion of professional and academic excellence.

CRJS 6100 - Critical Issues in Emergency Management♦

(5 cr.)
Students in this course examine the theories and concepts underpinning contemporary emergency management and how to understand the phenomena of natural and human-caused disasters. Students examine the historical context of emergency management, the general process of risk assessment, the emergency management cycle,
communications within emergency management and crisis planning, and the general policy and legal framework surrounding the process of emergency management in the United States with a focus on the National Incident Management System (NIMS). Case studies of major catastrophes are used to explore contemporary and practical hazard management. Students can complete the FEMA Emergency Management Institute courses IS-100.b - Introduction to Incident Command System and either IS-800.b - National Response Framework: An Introduction or IS700.a - National Incident Management System as part of this course. Nationally recognized certificates are awarded for successful completion of FEMA courses.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.);1-443-627-7222 (toll)] for more information.

CRJS 6111 - Informational Technology in Criminal Justice

(5 cr.)
In the 21st century, criminal justice organizations have evolved in the way they use records and data management systems to protect and gather evidence. While new technologies and the use of social media have increased and have assisted criminal justice professionals in tracking and apprehending criminals, there still are challenges for law enforcement, the courts, and prison systems. In this course, students will explore case studies related to challenges with protecting and collecting evidence as well as ethical dilemmas with the use of technology. Students examine how technology is used in criminal law, law enforcement, criminal procedures, or court procedures. In addition, students can look into the future of information technology as it relates to criminal justice.

CRJS 6136 - Criminal Behavior

(5 cr.)
Students in this course are provided with contemporary views, theories, and case-study analysis of maladaptive and criminal behavior, victimology, and victim-offender relationships. A broad conceptualization of criminal behavior, such as that woven from biological, sociological, and psychological perspectives is explored and evaluated. Theories of crime and the application of risk factors associated with criminal behavior are examined. Additionally, students will be exposed to specific offender groups, both violent and nonviolent, including psychopaths, serial and mass murderers, criminal paraphiliacs, arsonists, white-collar thieves, scam artists, domestic terrorists, and others.

CRJS 6137 - The Nature of Crime and Criminology

(5 cr.)
Students in this course are introduced to contemporary views and theories of maladaptive and criminal behavior. They examine a broad conceptualization of criminal behavior from an interdisciplinary perspective as well as theories and application of
criminal profiling. Students also explore specific views of criminal behavior germane to
groups, such as psychopaths, serial offenders, and sexually violent predators. At the end
of this course, students will have an understanding of the theories and practices that are
the foundations of the field of criminology.

**CRJS 6200 - Risk Assessment, Preparedness, and Disaster Mitigation**

(5 cr.)
Risk assessment and mitigation are key components to effective emergency management
and all-hazard planning and response. Students in this course focus on the methods and
techniques required to assess an organization or government's risk associated with the
protection of human life and capital assets. They study ways to evaluate the social
vulnerabilities to disaster and the special needs of at-risk populations, and they explore
methods to reduce vulnerabilities and build capacity through structural and
nonstructural mitigation. Additionally, students complete the FEMA Emergency
Management Institute course IS-393.a: Introduction to Hazard Mitigation as part of this
course.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a
program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more
information.

**CRJS 6201 - Psychological Aspects of Violent Crime**

(5 cr.)
Through this course, students explore the nature and extent of the psychological nexus
of criminal homicide across various environments to include serial, mass, spree,
workplace violence homicide, school shooter homicide, and child abduction homicide.
Students will examine the theories and trends of these types of violent crime regarding
offender and victim psychological and behavioral characteristics.

**CRJS 6202 - Human Trafficking**

(5 cr.)
Human trafficking is one of the most serious and widespread types of crime occurring at
both the national and international levels. Human trafficking is a complex and global
issue that is driven by economic, social, and political forces and has many direct impacts
at the regional, national, and international levels. In this course, students explore the
types (labor and sex trafficking), prevalence, risk factors, responses, and best practices
related to treatment in order to address this human rights issue. Students also complete
authentic assessments designed to simulate real-world professional tasks required in the
field. Students will develop critical-thinking skills and engage in reflective practice
regarding the law enforcement response to human trafficking and many impacts to
direct victims and communities.

**CRJS 6203 - Victimology**
(5 cr.)
What is the relationship between victims and those who commit crimes against them, and how does the criminal justice system protect and respond to victims of crime? In this course, students have the opportunity to answer such questions through a comprehensive assessment of victimology, a relatively new discipline in the field of criminal justice. Students examine victim patterns and tendencies and learn how victims interact with the police and the legal system. They also examine how factors of class, race, and sexual orientation affect the perception of the victim by different constituents, including the public, the court system, and the media. Students assess and discuss the concept of primary and secondary victims and gain practical insight on a range of services and resources available to all types of victims.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**CRJS 6204 - Sex Offender Behavior and Treatment**

(5 cr.)
In this course, students explore the traits and behaviors of both deviant and criminal sex offenders. Legal issues raised in both criminal and civil cases that involve sex offenses will be discussed. Students analyze the empirical evidence behind various assessment tools and treatment plans for sex offenders. They evaluate the risk for future sexual offense behavior and whether the protection of society outweighs the loss of civil liberty experienced by civil commitment for sex offenders.

**CRJS 6205 - Psychological Aspect of Cybercrimes**

(5 cr.)
In this course, students review the psychobehavioral factors of criminals who engage in criminal activities using digital social media and other online resources. Students analyze the types and trends of both domestic and global cybercrime. In addition, students will examine characteristics of cyber perpetrators and cyber victims. Students are also provided a foundational understanding of the origins and consequences of human trafficking; sexual exploitation of children from psychological, social, and legal perspectives; and how technology facilitates these types of crimes. Students in this course examine the best practices in preventing and responding to cybercrimes.

**CRJS 6207 - Comparative, International, and Global Justice**

(5 cr.)
Criminal justice systems vary by country and include different approaches for policing, prosecution, sentencing, and punishment. Understanding criminal justice systems and approaches in other countries can often lead to the implementation of new and more effective approaches in one's own country. In this course, students will explore crime and justice from a global perspective, identifying crimes and criminal proceedings that
affect multiple countries and promote global justice. Students will also compare crime rates and criminal justice systems between and among specific countries and evaluate the fairness and efficacy of different criminal justice systems, models, policing approaches, and punishments. As students progress through the course, they will be asked to consider evidence-based practices that could be applied universally to combat crime and how their learning during each module leads to a greater understanding of the criminal justice system and combatting crime in their own country.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CRJS 6215 - Controversies in Criminal Justice

(5 cr.)
Justice is at the heart of the U.S. democratic system, yet opposing viewpoints surrounding and within the system often muddle interpretations of the law and the development of policies to promote and enforce justice. In this course, students examine events that have significantly changed how the legal system interprets the U.S. Constitution, the U.S. Code, and the U.S. Patriot Act, for example, the terrorist acts of September 11, 2001. They learn how social and historical changes have shifted perspectives and sparked debates on expanding the rights of government versus safeguarding personal civil rights and civil liberties. Through discussion with peers, assessment of contemporary articles, and examination of Supreme Course cases, students have the opportunity to reflect on and potentially broaden their own opinions and perspectives on current criminal justice affairs in regard to issues of law enforcement, public perception, policy development, and ethics.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CRJS 6216 - Criminal Justice Research

(5 cr.)
Criminal justice encompasses many roles and responsibilities, including responding to victims, punishing or rehabilitating criminals, and developing laws and policies. To carry out these tasks effectively and responsibly, taking into account current trends and ethical considerations, criminal justice professionals need to understand underlying factors, such as the root causes of crime and the impact of crime on communities. In this course, students examine a range of research methodologies, including quantitative and qualitative methods, that professionals use to collect data and analyze trends in criminal justice. They examine models, metrics, and tools used to evaluate criminal justice programs and policies, and they assess the strengths and limitations of research methods. Students also learn about threats to the validity of data and consider the legal and ethical issues associated with research and evaluation methods.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program.
CRJS 6217 - Technological Solutions and 21st-Century Crime*

(5 cr.)
In consideration of modern technological innovation and the spread of knowledge through digital means, the relationship between technology and criminal activity is increasing. In this course, students explore this relationship and gain a comprehensive view of cyber crime, including current trends. They learn how law enforcement agencies use technology to track and apprehend criminals. Through real-world scenarios, students examine legal responses to cyber crime and learn different approaches and techniques for solving cyber crimes and handling related challenges. Students also have the opportunity to gain a comprehensive understanding of building cases and prosecuting crimes through practical exercises in identification, data mining, and the protection and gathering of evidence.

◊ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CRJS 6218 - Applied Communications*

(5 cr.)
Practitioners in the field of criminal justice must be adept in preparing communications for colleagues, supervisors, and the public. In this course, students have the opportunity to develop the skills needed to produce effective documents that criminal justice professionals use on a daily basis, such as court records, data analysis reports, and program-implementation plans. Students learn how to conduct interviews, gather background information, and use decision-making and critical-thinking skills to create clear, concise communications. They broaden their ability to write for a specific purpose and a highly defined audience as they incorporate criminal justice principles and practices into a variety of communication tools.

◊ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CRJS 6245 - Social Psychology

(5 cr.)
In this course, students use the lens of social psychology to examine both social cognitions and social behavior—nearly all phenomena that pertain to the individual in society. Students explore the topics of perceptions, attitudes, relationships and attraction, the motivation to help others, prejudice and aggression, conformity and obedience, group behavior, and the influence of culture, and they consider how knowledge of these topics can be used to effect positive social change. The application of what students learn in this course culminates in a final project in which they develop a
plan for using social psychology research to address a significant social problem. Moreover, their learning in this course will extend to their personal and professional lives and truly enable students to effect positive social change as scholar-practitioners committed to doing so.

**CRJS 6280 - Policy and Politics in American Political Institutions**

(5 cr.)
Students in this course are introduced to the crafts of policymaking and policy analysis in the U.S. democratic system. They cover the policy process—setting agendas, using policy analysis tools, managing the political process, implementing policy, and providing evaluations and feedback. Students develop skills in policy and economic analyses as well as in determining the political feasibility of proposed policies. Regulation as a policy choice will be discussed. Students completing this course will enhance their abilities to develop alternatives and to assess strategies proposed to achieve certain policy objectives. Policy areas of interest to students form the foundation of this course and may include communications, immigration, social, transportation, housing, labor, arts, and environmental policies.

◊ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**CRJS 6281 - Program Evaluation**

(5 cr.)
Students in this course receive an introduction to the tools used by policymakers and policy analysts to evaluate the impact of social programs. Topics include selecting programs to evaluate, crafting program descriptions, identifying stakeholders and their interests, developing logic models, framing evaluation questions, applying utilization-focused evaluation techniques, using quantitative and qualitative tools to complete formative and summative evaluations, and providing evaluation reports and feedback to decision makers. By the end of the course, each student will develop a program-evaluation design for a social program.

◊ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**CRJS 6282 - Public Policy and Finance**

(5 cr.)
Students in this course cover microeconomic and macroeconomic models used in policy formulation, as well as how public finance influences policy choices and implementation alternatives. Students examine tax policies and tax incentive models, budgeting, public/private models, market influences on policy, the impact of government expenditures on income redistribution, and economic considerations of welfare, food
stamps, workers’ compensation, and Social Security. Students also examine outsourcing of public programs.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CRJS 6300 - Disaster Response and Recovery♦

(5 cr.)
A major concern of disaster response professionals is meeting basic and humanitarian needs of disaster-affected populations. In this course, students explore a range of issues, including evacuation, relocation, and tactical and strategic decisions in the immediate aftermath of an emergency episode. Students study important federal policies related to disaster response and recovery, including the National Response Framework (NRF), and they can gain an understanding of how local, state, and federal policies mesh in response and recovery efforts. Through their exploration, they study how recovery begins once the immediate threat of the emergency wanes and the focus shifts to restoring disaster-affected areas. As part of this course, students complete the FEMA Emergency Management Institute course IS208.a: State Disaster Management.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CRJS 6320 - Public Policy Implications of Terrorism Legislation and Policies

(5 cr.)
Students in this course receive a broad perspective on the history of the U.S. Patriot Act, similar terroristic legislation and immigration laws, and their policy implications on law enforcement, governmental entities, organizations, and individuals. Public administrators and public policy analysts who are charged with drafting and implementing public policy and enforcing and/or responding to potential terroristic threats build a basic foundation, while simultaneously upholding and protecting constitutional freedoms. Material for this course is drawn from contemporary texts, websites, case studies, and material representing international, national, and local governments and organizations. Learners critically review and analyze the U.S. Patriot Act and similar terroristic legislation and policies, and they participate in online discussions about these laws and their implications on U.S. constitutional freedoms.

CRJS 6321 - Terrorism: A Systemic Approach for Emergency Preparedness♦

(5 cr.)
Participants in this course receive an overview of terrorism—local, national, and international—and the need to develop a systemic approach for emergency preparedness. Topics include, but are not limited to, terrorism overview, terrorism and public health, bioterrorism, biosecurity, cyber terrorism, risk assessment, implications
for public health, and components of a systemic preparedness infrastructure. Course participants begin the development and/or analysis of a terrorism preparedness infrastructure and participate in online discussions.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CRJS 6322 - Critical Incident Planning and Leadership♦

(5 cr.)
Students in this course examine the principles of emergency planning, selection of leaders, specialized planning (e.g., schools, tourism), mutual aid, and leadership theories. Students build a basic foundation for public administrators to develop a critical incident plan and also understand leadership theories. Course participants critically analyze case studies, identifying weaknesses and potential solutions.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CRJS 6360 - Public Safety Issues♦

(5 cr.)
This is a comprehensive survey of the issues faced by public safety agencies and personnel at the local, state, and national level, including police and sheriff, emergency medical, and fire services and related organizations. Students emphasize communication and coordination between public safety organizations.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CRJS 6361 - Managing Public Safety Organizations♦

(5 cr.)
Students taking this course examine how public safety leaders find solutions to major issues confronting their operating systems, both organizations and communities, through research, analysis, planning, and decision making. Students adapt classic business management techniques and leadership principles to public safety operations. The concepts of "first planner" and "first responder" are introduced. Solutions and alternatives to varied situations confronting public safety managers are developed. Emphasis is on systems approaches, environmental analyses, contingency planning, implications for change, coordination, and controls.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CRJS 6390 - Strategic Context of Public Management and Leadership♦
Students in this course engage in collaborative study of the changing strategic context of public administration. Students apply a systems perspective to construct a public enterprise model of the public organization of their choice as a way of understanding the strategic context for practical action and the stakeholder relations involved. This is an organization "mental model," which is similar to a traditional "business model," but that includes the three interrelated flows of money, knowledge, and influence. Emphasis in this course is on management and leading of the unknown—imagining and creating a future that works in a time of unprecedented and unpredictable change. Students apply strategic scenarios to organizational change for the public organization of special interest to them. Students also develop professional-action habits for pragmatic-action learning in the practice of public administration.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CRJS 6391 - Transformative Change in a Shared-Power World♦

Students in this course engage in collaborative study of the nature and methods of transformative change in the complex human systems of contemporary public organizations. Students are taught a pragmatic action-learning process for studying the experience of transformative change in complex systems. The dynamics of complex adaptive systems are studied to gain an understanding of how large-scale and highly interrelated human systems change through self-organization. Appreciative inquiry and other selected methods of transformative change are studied and applied to a positive organizational change situation of special interest to the students. Students also develop professional-action habits for pragmatic-action learning in the practice of public administration.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CRJS 6392 - The Language of Leadership♦

In today's complex environment, leaders engaged in shaping public policy must know how to use the emotional as well as the intellectual power of language to motivate, inspire, and competently manage their organizations. Dynamic leadership requires understanding and use of techniques that affect both conscious and unconscious influences on human behavior. Effective communication connects at many different levels. Students in this course receive both theoretical and practical information; demonstrate the necessary components for making such connections; and show why stories, symbols, and metaphors are essential elements in the language of leadership.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program.
CRJS 6400 - Strategic Context of Management and Leadership

(5 cr.)
Students in this course engage in a collaborative study of the changing strategic context of criminal justice management and leadership. Students will understand the strategic context for stakeholder relations needed while resolving issues in criminal justice. They engage in readings and practical assignments that emphasize management and leadership in a time of unprecedented and unpredictable change. Students also work toward being able to apply data and statistics to engage communities and to design program evaluations.

CRJS 6405 - Ethics and Social Justice

(5 cr.)
Ethics is a foundational element of leadership. Leaders face increasingly complex social and political challenges as they seek to meet the needs of diverse constituents. Students in this course explore ethics and social justice related to economic disparity, power, and privilege. Students use demographic data and current social trends and themes to understand, analyze, and address ethical and social justice issues that impact service delivery in a global community.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CRJS 6420 - Organizational Management and Leadership

(5 cr.)
Public and nonprofit leaders require a deep understanding of their roles as directors and managers of diverse and complex organizations. Students in this course examine the distinction among leadership and management, organizational culture, change management, systems theories, and organizational development from a theoretical and applied perspective. Students apply principles to public, private, and nonprofit organizational settings.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CRJS 6431 - Finance and Budgeting for the Public Sector

(5 cr.)
Sound financial practices are crucial to managing scarce funds in both public and nonprofit operations. Students in this course examine finance and budgeting concepts, policies and practices related to organizations, as well as the fiscal climate within which
they operate. Students gain an understanding of theories motivating major fiscal-policy debates; read, analyze, and construct budgets; and read and analyze financial statements and reports. Other topics include auditing practices, tax systems, financial management, budgetary reform, financial technology systems specific to government organizations, and the use of dashboards for financial reporting. Students apply what they learn to develop a budget and financial plan for either a public or private organization.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CRJS 6435 - Human Resource Management: Building a Capable Workforce♦

(5 cr.)
The acquisition, development, and retention of talent are critical to the success of any organization. Students in this course examine theories, approaches, and systems related to the acquisition, management, development, and retention of employees in government and nonprofit organizations. Students explore topics including legal and ethical considerations; diversity, performance management, technology, and conflict management; and the establishment and implementation of policies through the use of case studies. Students apply principles learned in this course to situations encountered in public, private, and nonprofit organizations.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CRJS 6465 - Strategic Planning: Collaboration, Cooperation, and Coordination♦

(5 cr.)
In an increasingly complex world, leaders and managers in public and nonprofit organizations need to be strategic in their planning in order to fulfill the organizational mission and enhance stakeholder satisfaction. Students in this course explore the role and process of strategic planning with an appreciation for collaboration, cooperation, and coordination as these elements relate to the strategic planning process. Students apply these concepts to real-life situations and organizations and develop a strategic plan.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CRJS 6511 - Special Populations♦

(5 cr.)
Students in this course are provided with an in-depth analysis of the treatment of women and people of color as professionals, litigants, victims, and offenders in the criminal justice system. Students examine the systemic outcomes of the intersections of race, class, sexual orientation, and gender for these groups as they relate to social
justice and social inequality. Through critical examination of readings and data analysis, students learn about the complexity of the historical relationship between these groups and the U.S. criminal justice system and broader social context.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.);1-443-627-7222 (toll)] for more information.

CRJS 6540 - Management and Leadership in a Global Context

(5 cr.)
Public policy implementation can take place in various types of organizations. In this course, learners engage in a collaborative study of strategic planning, management, and leadership in the context of public and nonprofit organizations. Students in this course identify, analyze, and evaluate the intricate relationships among strategic planning, management, and leadership from an international perspective. Students connect three key institutional elements: "Thinking-Acting-and-Leading" strategically. Students apply a management systems approach as they develop, adopt, manage, and lead a strategic plan for an international public or nonprofit organization or with an international focus. Students will understand the strategic context for practical decision making for international public and nonprofit organizations, emphasizing the central role of the environment in the strategic planning process. Students are offered a hands-on approach in this course that tests their ability to make effective and timely management and leadership decisions in complex and uncertain conditions.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.);1-443-627-7222 (toll)] for more information.

CRJS 6541 - Sustainable Development for Global Communities

(5 cr.)
Effective community leaders must be familiar with a wide range of tools, strategies, and skills to create sustainable communities. In this course, students examine these elements to learn how leaders build capacity for community change; assess community needs and resources; create community visions; promote stakeholder interest and participation; analyze community problems; and carry out practices and interventions to improve sustainability in communities. They also explore sustainability frameworks and models, and they apply these and other concepts presented in the course to develop a proposal for sustainable community development, focusing on community assessment, stakeholder involvement, and development planning.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.);1-443-627-7222 (toll)] for more information.

CRJS 6542 - Transformative Change in a Global Environment
Students in this course are engaged in a collaborative study of the nature and methods of transformative change in the complex human systems of contemporary public organizations. Students explore and employ a pragmatic-action-learning process for studying the experience of transformative change in complex systems. They examine the dynamics of complex adaptive systems to gain an understanding of how large-scale and highly interrelated human systems change through self-organization. Students explore and apply appreciative inquiry and other selected methods of transformative change to a positive organizational-change situation of personal interest. They also have the opportunity to develop professional-action habits for pragmatic-action learning in the practice of public administration.

CRJS 6740 - Disaster, Crisis, and Trauma

Students taking this course define natural and human-made disasters such as war, violence, genocide, and terrorist activities, and review how they impact the psychology of individuals and groups. Topics include theories of trauma; actions and behaviors following a disaster; stress, coping, and adjustment difficulties; psychological disorders (e.g., post-traumatic stress disorder); and available resources to deal with the trauma. Students focus on the importance and development of culturally appropriate service delivery programs and interventions for individuals affected and traumatized by disaster(s).

CRJS 6741 - Psychology of Terrorism

Students in this course examine the history, philosophy, techniques, and countermeasures to terroristic threats to public safety. Topics include aspects of international and domestic terrorism with an emphasis on its roots viewed from the broadest possible political, sociological, and cultural perspectives; factors and catalysts attributed to the terrorism phenomena, including poverty, psychology (e.g., motivational factors, antisocial behaviors), social injustice, oppression, and religion; and impact of media and technology in aiding and countering terroristic activities.

CRJS 6742 - Conflict, Conflict Resolution, and Peace
Through this course, students engage in a study of conflict, conflict resolution, and peace from psychological and social psychological perspectives. Students examine the concept of conflict and methods of addressing it, including management, resolution, and transformation; theories related to conflict resolution; approaches to conflict resolution, including negotiation and third-party interventions; and social psychological factors that influence conflict and conflict resolution. They also consider the influence of culture in conflict and conflict resolution; the role of ethics; intractable and international conflicts; the concept of peace; and how third-party approaches can contribute to the peace process. Students apply conflict resolution approaches to conflicts at all levels, from interpersonal to those involving whole nations.

CRJS 6743 - Criminal Justice Strategies for Terrorism

As the field of criminal justice has evolved, it has become essential for its professions to develop strategies in response to terrorism. In this course, students will explore the history of terrorism to understand the historical trends and motivations. They will examine controversial policies and practices by debating issues with colleagues in the Discussion boards. Students will look at domestic and international perspectives on terrorism, the refugee crisis, ungoverned areas, and safe havens. They will explore cyber crime and its relationship to terrorism. Finally, students will examine the prevention of terrorism.

CRJS 6810 - Fundamentals of Law and Public Policy

Legal decisions and the law have an impact on the creation of public policy. Students in this course explore the relationship between laws and public policy and the impact court decisions have on policy and policy leaders. Topics include legal concepts and terminology, legal jurisdictions, case law, seminal cases, and the Supreme Court's roles and procedures. Students apply fundamental legal concepts and principles to case studies and contemporary problems.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.);1-443-627-7222 (toll)] for more information.

CRJS 6811 - Legal Research for Policy Practitioners

There is a wealth of vital legal knowledge available to public policy practitioners. In this course, students will be introduced to a number of print and electronic resources available for legal research, and they will gain an understanding of how the law is used to inform the creation of public policy. Topics include navigating legal libraries, citing cases, and using research to support public policy. Students apply legal research to case studies.
and contemporary issues.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CRJS 6812 - Contemporary Cases and Issues in the Courts

(5 cr.)
Major issues in the Supreme Court have an impact on public policy at the state and local levels. In this course, students examine major past and current U.S. Supreme Court decisions and explore how these decisions affect public policy. Topics include individual rights, property rights, administrative law, immigration law, and foreign policy. Students apply legal research and verdicts to case studies and current issues.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CRJS 6830 - Current Issues in Homeland Security

(5 cr.)
Since its inception, the Department of Homeland Security has profoundly impacted public policy and administration. Students in this course examine homeland security history, concepts, policies, and strategies of prevention and response. Topics include ethical issues, telecommunications, technology, threat assessment, contingency planning, and risk management. Students apply fundamental concepts and principles of homeland security to case studies and current issues.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CRJS 6831 - Critical Incident Leadership and Planning

(5 cr.)
Strategic leadership is required to address the challenges and complexities of homeland security. To respond to critical incidents while and after they occur, leaders must plan tactically and understand how to obtain and mobilize resources. Students explore the roles of leaders in relation to activating or coordinating funding, personnel, jurisdictional issues, training, communication, information management, technology, and healthcare in order to create an effective response to homeland security needs. Course participants critically analyze case studies, identifying weaknesses and potential solutions.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CRJS 6832 - Terrorism: Legislation and Policy
The events of September 11, 2001, resulted in a new and intense focus on the issue of terrorism in the United States and abroad. Through traditional literature and a wealth of contemporary journal articles and media sources, students explore the history of terrorism, the evolution and international context of terrorist groups, and the causes of and motivations for terrorist acts. They learn about the laws, regulations, and legislation related to terrorism. They also analyze possible future trends in terrorism as well as the current role of the media, governmental agencies, and entities in the prevention of and response to terrorism. Students use concepts presented in the course and additional research to develop a proposal to change and improve an existing counterterrorism policy.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CRJS 6910 - Capstone: Criminal Justice Ethics and Social Justice

Ethical behavior is an essential element of leadership. In this course, students examine the philosophy of ethics as well as responsibility and social justice—the basic tenets of public service. Through a combination of seminal texts and contemporary case studies, students explore the complex social, political, and ethical challenges leaders face as they seek to meet the needs of diverse constituents. Course topics focus upon ethics and social justice involving economic disparity, political power, and social privilege. Students analyze current social trends related to the ethical and social justice issues of a global community. Throughout the course, students assess emerging or persistent ethical and social justice issues and make recommendations for resolving specific dilemmas.

CRJS 8002 - Foundations of Doctoral Study

Students in this course are introduced to Walden University and to the requirements for successful participation in an online curriculum. Students work toward building a foundation for academic and professional success as a scholar-practitioner and social change agent. They assess the relationship of mission and vision to professional goals and develop a program of study and strategies for online success. Students also explore resources used throughout the program, such as the online Walden University Library. Students engage in course assignments focused on the practical application of professional writing, critical-thinking skills, and the promotion of professional and academic excellence as they relate to practice in public policy and administration.

CRJS 8100 - Critical Issues in Emergency Management

Students in this course examine the theories and concepts underpinning contemporary
emergency management and how to understand the phenomena of natural and human-caused disasters. Students examine the historical context of emergency management, the general process of risk assessment, the emergency management cycle, communications within emergency management and crisis planning, and the general policy and legal framework surrounding the process of emergency management in the United States with a focus on the National Incident Management System (NIMS.). Case studies of major catastrophes are used to explore contemporary and practical hazard management. Students can complete the FEMA Emergency Management Institute courses IS-100.b - Introduction to Incident Command System and either IS-800.b - National Response Framework: An Introduction or IS700.a - National Incident Management System as part of this course. Nationally recognized certificates are awarded for successful completion of FEMA courses.

**CRJS 8115 - Writing a Quality Prospectus**

(5 cr.)
The prospectus is a brief paper, typically 5–10 pages in length, that helps students organize, delineate, and make decisions regarding their doctoral study and appropriate research methodology. Students create a prospectus to establish the background for the problem statement; the problem statement itself; a survey of the relevant literature (typically 25–75 references); and a research, implementation, and evaluation plan for the solution of the problem. Students in this 5-credit course focus specifically on the process of writing the dissertation prospectus. They employ their preliminary research plan to develop a problem statement for their dissertation. Students further refine the problem statement and carry out the planning and the library research that lends to the formulation of a dissertation prospectus.

**Prerequisites**
- RSCH 8110
- RSCH 8210
- RSCH 8310

**CRJS 8137 - The Nature of Crime and Criminology**

(5 cr.)
Students in this course are introduced to contemporary views and theories of maladaptive and criminal behavior. They examine a broad conceptualization of criminal behavior from an interdisciplinary perspective as well as theories and application of criminal profiling. Students also explore specific views of criminal behavior germane to groups, such as psychopaths, serial offenders, and sexually violent predators. At the end of this course, students will have an understanding of the theories and practices that are the foundations of the field of criminology.

**CRJS 8171 - Theories and Frameworks for Adult Learning**
To understand adult learning, one must ask and answer complex questions: Who is the adult learner? What is the social context of learning? What motivates adult learners? In this course, education professionals explore the theories and frameworks that inform the field of adult learning today. They identify, compare, and contrast foundational and emerging perspectives on adult learning with the aim of transforming theory into practice. They engage in an integrative course project through which they synthesize and apply various theories to real-world situations, including their own development; summarize how the idea of wisdom impacts their experiences as adult learners; interview an adult learner; and assess various perspectives in regard to educating diverse learners.

CRJS 8177 - Using Technology to Enhance Adult Learning

Emerging technologies are rapidly altering the field of adult education today. Innovative technologies are removing traditional boundaries to learning and encouraging a global perspective on school, work, and communications. New developments in software, multimedia applications, Internet technologies, and mobile computing are transforming the educational landscape and empowering learners around the world. Educators and students leverage these advances to enhance the learning process and improve outcomes in today’s digital information society.

CRJS 8200 - Risk Assessment, Preparedness, and Hazard Mitigation

Risk assessment and mitigation are key components to effective emergency management and all-hazard planning and response. Students in this course focus on the methods and techniques required to assess an organization or government's risk associated with the protection of human life and capital assets. They study ways to evaluate the social vulnerabilities to disaster and the special needs of at-risk populations, and they explore methods to reduce vulnerabilities and build capacity through structural and nonstructural mitigation. Additionally, students complete the FEMA Emergency Management Institute course IS-393.a: Introduction to Hazard Mitigation as part of this course.

CRJS 8203 - Victimology

What is the relationship between victims and those who commit crimes against them, and how does the criminal justice system protect and respond to victims of crime? In this course, students have the opportunity to answer such questions through a comprehensive assessment of victimology, a relatively new discipline in the field of criminal justice. Students examine victim patterns and tendencies and learn how victims
interact with the police and the legal system. They also examine how factors of class, race, and sexual orientation affect the perception of the victim by different constituents, including the public, the court system, and the media. Students assess and discuss the concept of primary and secondary victims and gain practical insight on a range of services and resources available to all types of victims.

**CRJS 8215 - Controversies in Criminal Justice**

(5 cr.)

In this course, students review recent events that have significantly changed how the legal system interprets the U.S. Constitution, the U.S. Code, and the U.S. Patriot Act. Students analyze case studies to further explore relevant events, such as how the terrorist acts of September 11, 2001, have broadened the interpretation of certain areas of the law. Students heighten their understanding of how social and historical changes have shifted perspectives and sparked debates on expanding the rights of government versus safeguarding personal civil rights and civil liberties.

**CRJS 8217 - Technological Solutions and 21st-Century Crime**

(5 cr.)

In consideration of modern technological innovation and the spread of knowledge through digital means, the relationship between technology and criminal activity is increasing. In this course, students explore this relationship and gain a comprehensive view of cyber crime, including current trends. They learn how law enforcement agencies use technology to track and apprehend criminals. Through real-world scenarios, students examine legal responses to cyber crime and learn different approaches and techniques for solving cyber crimes and handling related challenges. Students also have the opportunity to gain a comprehensive understanding of building cases and prosecuting crimes through practical exercises in identification, data mining, and the protection and gathering of evidence.

**CRJS 8300 - Disaster Response and Recovery**

(5 cr.)

A major concern of disaster response professionals is meeting basic and humanitarian needs of disaster-affected populations. In this course, students explore a range of issue, including evacuation, relocation, and tactical and strategic decisions in the immediate aftermath of an emergency episode. Students study important federal policies related to disaster response and recovery, including the National Response Framework (NRF), and they can gain an understanding of how local, state, and federal policies mesh in response and recovery efforts. Through their exploration, they study how recovery begins once the immediate threat of the emergency wanes and the focus shifts to restoring disaster-affected areas. As part of this course, students complete the FEMA Emergency Management Institute course IS208.a: State Disaster Management.
CRJS 8320 - Public Policy Implications of Terrorism Legislation and Policies

(5 cr.)
Students in this course are provided with a broad perspective on the history of the U.S. Patriot Act, similar terroristic legislation and immigration laws, and their policy implications on law enforcement, governmental entities, organizations, and individuals. They receive a basic foundation upon which to build for those public administrators and public policy analysts who are charged with drafting and implementing public policy and enforcing and/or responding to potential terroristic threats, while simultaneously upholding and protecting constitutional freedoms. Material for this course is drawn from contemporary texts, websites, case studies, and material representing international, national, and local governments and organizations. Students critically review and analyze the U.S. Patriot Act and similar terroristic legislation and policies, and they participate in online discussions about these laws and their implications on U.S. constitutional freedoms.

CRJS 8321 - Terrorism: A Systemic Approach for Emergency Management

(5 cr.)
Students in this course are provided with an overview of terrorism—local, national, and international—and the need to develop a systemic approach for emergency preparedness. Topics include, but are not limited to, terrorism overview, terrorism and public health, bioterrorism, biosecurity, cyber terrorism, risk assessment, implications for public health, and components of a systemic preparedness infrastructure. Course participants begin the development and/or analysis of a terrorism preparedness infrastructure and participate in online discussions.

CRJS 8322 - Critical Incident Planning and Leadership

(5 cr.)
Students in this course examine the principles of emergency planning, selection of leaders, specialized planning (e.g., schools, tourism), mutual aid, and leadership theories. Public administrators receive a basic foundation to develop a critical incident plan and also understand leadership theories. Course participants critically analyze case studies, identifying weaknesses and potential solutions.

CRJS 8350 - History and Contemporary Issues in Criminal Justice

(5 cr.)
Students in this course look at the evolution of crime—from lone criminals to worldwide syndicates—using the scientific rigor built into the selected readings and discussions. Among the topics examined are the philosophy of community- and problem-oriented policing, transnational crime, terrorism, and the new nexus between them. Current and future leaders are equipped with the knowledge and depth of
understanding to assess and manage the opportunities, innovations, and challenges in their profession.

**CRJS 8351 - Policy and Analysis in Criminal Justice Systems**

(5 cr.)
Criminal justice professionals must understand the various factors that influence the development of criminal justice policy, and how to evaluate whether existing policy meets its objectives. In this course, students will examine the principles of policy analysis and the role that scientific information plays in the development of criminal justice policy. Topics explored include policing, corrections, and sentencing; juvenile justice; the relationship among drugs, race, and crime; deterrence as a crime control policy; and the use of public registries. Through further analysis of criminal justice policies, students determine how these policies have changed over time, gaining insight into possible future trends of policy development and analysis.

**CRJS 8352 - Leadership: Putting Theory into Practice in Criminal Justice Administration**

(5 cr.)
Students in this course are introduced to the problems that currently confront the administration of the criminal justice system, as well as problems predicted for the future. To be prepared to lead efforts to address these challenges, students acquire powerful models for strategic, critical, and reflective thinking. Students immerse themselves in discussion about the major components of effective justice administration: organizational thought and theory, leadership, human capital, policy development and implementation, and collaboration with other public safety and community organizations.

**CRJS 8381 - Program Evaluation**

(5 cr.)
Students in this course are introduced to the tools used by policymakers and policy analysts to evaluate the impact of social programs. Topics include selecting programs to evaluate, crafting program descriptions, identifying stakeholders and their interests, developing logic models, framing evaluation questions, applying utilization-focused evaluation techniques, using quantitative and qualitative tools to complete formative and summative evaluations, and providing evaluation reports and feedback to decision makers. By the end of the course, each student will develop a program-evaluation design for a social program.

**CRJS 8390 - Strategic Context of Public Management and Leadership**
(5 cr.)
Public policy implementation can take place in either a public organization, a private one, a nonprofit one, or a combined or networked one. Learners engage in a collaborative study of the changing strategic context of public administration as they apply a strategic planning and management approach to the implementation of public policy. Learners are introduced to planning, management, financial management, performance management, and contracting processes in the organization whose purpose it is to implement public policy.

CRJS 8391 - Transformative Change in a Shared Power World

(5 cr.)
Students in this course engage in collaborative study of the nature and methods of transformative change in the complex human systems of contemporary public organizations. Students learn a pragmatic-action learning process for learning from the experience of transformative change in complex systems. The dynamics of complex adaptive systems are studied to gain an understanding of how large-scale and highly interrelated human systems change through self-organization. Appreciative inquiry and other selected methods of transformative change are studied and applied to a positive organizational change situation of special interest to the students. Students also develop professional-action habits for pragmatic-action learning in the practice of public administration.

CRJS 8392 - The Language of Leadership

(5 cr.)
In today's complex environment, leaders engaged in shaping public policy must know how to use the emotional as well as the intellectual power of language to motivate, inspire, and competently manage their organizations. Dynamic leadership requires understanding and use of techniques that affect both conscious and unconscious influences on human behavior. Effective communication connects at many different levels. Students gain both theoretical and practical information demonstrating the necessary components for making such connections and showing why stories, symbols, and metaphors are essential elements in the language of leadership.

CRJS 8400 - Strategic Context of Management and Leadership

(5 cr.)
Students in this course engage in a collaborative study of the changing strategic context of criminal justice management and leadership. Students will understand the strategic context for stakeholder relations needed while resolving issues in criminal justice. They engage in readings and practical assignments that emphasize management and leadership in a time of unprecedented and unpredictable change. Students also work toward being
able to apply data and statistics to engage communities and to design program evaluations.

**CRJS 8511 - Special Populations**

(5 cr.)
Students in this course are provided with an in-depth analysis of the treatment of women and people of color as professionals, litigants, victims, and offenders in the criminal justice system. Students examine the systemic outcomes of the intersections of race, class, sexual orientation, and gender for these groups as they relate to social justice and social inequality. Through critical examination of readings and data analysis, students learn about the complexity of the historical relationship between these groups and the U.S. criminal justice system and broader social context.

**CRJS 8540 - Management and Leadership in a Global Context**

(5 cr.)
Public policy implementation can take place in various types of organizations. In this course, learners engage in a collaborative study of strategic planning, management, and leadership in the context of public and nonprofit organizations. Students in this course identify, analyze, and evaluate the intricate relationships between strategic planning, management, and leadership from an international perspective. Students connect three key institutional elements: thinking, acting, and leading strategically. Students apply a management systems approach as they develop, adopt, manage, and lead a strategic plan for an international public or nonprofit organization or with an international focus. Students will understand the strategic context for practical decision making for international public and nonprofit organizations, emphasizing the central role of the environment in the strategic planning process. Students are offered a hands-on approach in this course that tests their ability to make effective and timely management and leadership decisions in complex and uncertain conditions.

**CRJS 8541 - Sustainable Development for Global Communities**

(5 cr.)
Effective community leaders must be familiar with a wide range of tools, strategies, and skills to create sustainable communities. In this course, students examine these elements to learn how leaders build capacity for community change; assess community needs and resources; create community visions; promote stakeholder interest and participation; analyze community problems; and carry out practices and interventions to improve sustainability in communities. They also explore sustainability frameworks and models, and they apply these and other concepts presented in the course to develop a proposal for sustainable community development, focusing on community assessment, stakeholder involvement, and development planning.
CRJS 8542 - Transformative Change in a Global Environment

(5 cr.)
Students in this course are engaged in a collaborative study of the nature and methods of transformative change in the complex human systems of contemporary public organizations. Students explore and employ a pragmatic-action-learning process for studying the experience of transformative change in complex systems. They examine the dynamics of complex adaptive systems to gain an understanding of how large-scale and highly interrelated human systems change through self-organization. Students explore and apply appreciative inquiry and other selected methods of transformative change to a positive organizational-change situation of personal interest. They also have the opportunity to develop professional-action habits for pragmatic-action learning in the practice of public administration.

CRJS 8763 - Principles of Instructional Design

(5 cr.)
Students in this course are presented with an overview of instructional design, including its historical foundations, theories, and models. Students analyze learning theories in relation to instructional design theories and their philosophy toward teaching. Students critically analyze and apply taxonomies, course outcomes, learning objectives, instructional strategies, and assessment and evaluation approaches. Students also analyze challenges and future trends in instructional design for higher education and consider their role as agents of positive social change.

CRJS 8764 - Instructional Design for Online Course Development

(5 cr.)
Students in this course explore instructional design for the development of online courses. Different types of online courses and the roles of online instructors are addressed. Students analyze learning theories and approaches for promoting community in online classrooms. Students analyze criteria for developing learning objectives and online instructional strategies in relation to diverse student populations. Issues related to technology, copyright compliance, fair use, and academic integrity are explored. Students analyze assessment and evaluation approaches and explore future trends in online higher education in relation to delivery of instruction and positive social change.

CRJS 8810 - Fundamentals of Law and Public Policy

(5 cr.)
Legal decisions and the law have an impact on the creation of public policy. Students in this course explore the relationship between laws and public policy and the impact court decisions have on policy and policy leaders. Topics include legal concepts and terminology, legal jurisdictions, case law, seminal cases, and the Supreme Court's roles.
and procedures. Students apply fundamental legal concepts and principles to case studies and contemporary problems.

**CRJS 8811 - Legal Research for Public Policy**

(5 cr.)
There is a wealth of vital legal knowledge available to public policy practitioners. In this course, students will be introduced to a number of print and electronic resources available for legal research and will gain an understanding of how the law is used to inform the creation of public policy. Topics include navigating legal libraries, citing cases, and using research to support public policy. Students apply legal research to case studies and contemporary issues.

**CRJS 8812 - Contemporary Cases and Issues in the Courts**

(5 cr.)
Major issues in the Supreme Court have an impact on public policy at the state and local levels. In this course, students examine major past and current U.S. Supreme Court decisions and explore how these decisions affect public policy. Topics include individual rights, property rights, administrative law, immigration law, and foreign policy. Students apply legal research and verdicts to case studies and current issues. Outsourcing of public programs is also examined.

**CRJS 9000 - Dissertation**

(5 cr. per term for a minimum of 4 quarters until completion)
Through this course, doctoral students have the opportunity to integrate their program of study into an in-depth exploration of an interest area that includes the completion of a research study. Students complete the dissertation independently, with the guidance of a dissertation supervisory committee chair and committee members. Students complete a prospectus, proposal, Institutional Review Board application, and dissertation. Once students register for CRJS 9000, they will be registered each term until successful completion of the dissertation.
Students take this course for a minimum of 4 quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval.

To complete a dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

**CSEC 6005 - The Global Technology Environment**
(3 sem. cr.)
Students in this course are provided a critical "state-of-the-art" breadth-first review of the domain of information technology (IT). Designed to provide students with a wide-ranging introduction to topics such as software engineering, cybersecurity, and big data analytics, students completing the course have a comprehensive global view of the current IT landscape in the context of both commercial and noncommercial enterprises. The class blends both theory and practice to provide a solid foundation for future study. Students study the relationship between technological change, society and the law, and the powerful role that computers and computer professionals play in a technological society.

CSEC 6175 - Software Testing and Quality Assurance

(3 sem. cr.)
Students in this course are provided a general overview of software engineering in the context of testing and quality assurance, both of which are important facets of modern software engineering that have technical, financial, and ethical implications for organizations. Students explore focused topics, such as testing methods; developing tests at the unit, integration, and systems level; techniques for stress testing; complexity and test metrics; quality management standards; and configuration management. Students have the opportunity to develop a critical awareness and comprehensive understanding of software testing and quality assurance, and the capability to create successful testing and quality assurance processes to support the needs of modern software engineering projects.
Prerequisites
• CSEC 6005
• CSEC 6215

CSEC 6190 - Foundations of Intelligent Systems

(3 sem. cr.)
Students in this course are introduced to the concepts of artificial intelligence and emergent areas of intelligent systems. Students have the opportunity to gain a critical understanding of knowledge representation, reasoning, machine learning, and evolutionary techniques. Students are presented with real-world problems and have the opportunity to apply "intelligent" techniques to provide solutions to these problems.
Prerequisites
• CSEC 6005

CSEC 6210 - Cloud Computing

(3 sem. cr.)
Cloud computing has attained great commercial significance in recent years. As
companies seek to drive down the capital (and recurrent) costs of doing business, using cloud computing to reduce expenditure by outsourcing aspects of the organizations' IT infrastructure to external, web-accessible systems has become a critical goal. In this course, students study the key concepts, theories, techniques, and practices that underpin cloud computing, including the main abstraction, component and deployment models that characterize cloud computing. Students have the opportunity to critically appreciate issues and problems, as well as cutting-edge solutions, pertaining to cloud computing.

Prerequisites
- CSEC 6005

**CSEC 6215 - Security Risk Management**

(3 sem. cr.)
Threats to information security (IS) are becoming more sophisticated. Laws and regulations impose strict (cyber) security risk management requirements on all enterprises to prevent, or at least limit, the potential of cyberattacks. Course content is directed at providing a deep understanding of the mechanisms and techniques that can be used to identify and mitigate against security risk. Students in this course are provided with the theoretical and practical knowledge to deliver a formal, systematic, and in-depth approach to the application of the concepts, techniques, methods, approaches, and processes of (cyber) security risk management in a pragmatic manner and in the context of enterprises of all kinds.

Prerequisites
- CSEC 6005 (may be taken concurrently)

**CSEC 6255 - Cybercrime Prevention and Protection**

(3 sem. cr.)
Combatting cybercrime requires a deep understanding of the mechanisms and techniques that can be used to prevent or at least mitigate against it. In this course students consider the motivations for cybercrime and have the opportunity to develop a comprehensive understanding of the tools that can be used to prevent it, including the deployment of cybercrime prevention strategies. Students build an "ethical hacking" environment with which they can experiment. In addition, the course is directed at providing students with hands-on knowledge of cybercrime prevention for application in the workplace.

Prerequisites
- CSEC 6005

**CSEC 6270 - Cyber Forensics**
(3 sem. cr.)
In this course students are provided with knowledge and systematic understanding of the practice of extracting evidence from computers and digital storage media. Students are provided with the knowledge whereby they can identify, extract, document, interpret, and preserve computer media as digital evidence, as well as how to analyze the root cause of security breaches. Course content covers issues such as crypto-literacy, data hiding, and hostile code.
Prerequisites
  •  CSEC 6005

CSEC 6635 - Secure Coding

(3 sem. cr.)
In this course students are provided with an understanding of secure software development practices. Students have the opportunity to gain an understanding of how to integrate security into the application/software development process. Students also have the opportunity to study some of the techniques for writing secure code, language-based security models, and isolation techniques to protect data.
Prerequisites
  •  CSEC 6005
  •  CSEC 6670

CSEC 6670 - Security Engineering and Compliance

(3 sem. cr.)
Students in this course are provided with insight into information security principles, security policy models/protocols, industry standards for security compliance, and risk assessment. Students have the opportunity to acquire a critical understanding of how to use information security techniques to solve practical security problems. The course also allows students to acquire skills for designing/implementing security infrastructure and writing security/incident response polices. The course features practical, extensive, hands-on project work so that students are ready to apply their gained knowledge in the workplace.
Prerequisites
  •  CSEC 6005
  •  CSEC 6215

CSEC 6735 - Applied Cryptography

(3 sem. cr.)
In this course students are provided with insight into cryptographic algorithms and protocols. Students have the opportunity to acquire a critical understanding of how to
use cryptographic algorithms and protocols to solve practical security problems (confidentiality, integrity, authenticity, and so on). Students also have the opportunity to acquire a systematic understanding concerning open source tools to build secure applications and knowledge of how best to apply such tools.

Prerequisites
- CSEC 6005

DDBA 4990 - Business Essentials

(0 sem. cr.)
A background in the basics of business is often a key to making the most of a graduate business or management program. In this foundational course, students can build their business acumen in major functional areas that are essential to business success including business leadership and management, business ethics, the legal environment of business, accounting, finance, economics, quantitative methods and statistics, information systems management, global business, marketing, and strategic management.

DDBA 8006 - Contemporary Challenges in Business♦

(3 sem. cr.)
Students are provided with a foundation for academic and professional success specific to Walden University and to the requirements for successful participation in the Doctor of Business Administration degree program. The topics covered in this course include change management, crisis management, innovation, and disruptive technology. Students engage in discussion and analyze scholarly literature related to these topics, their personal and professional experiences, and areas of academic interest from a practitioner approach and from a social-change-agent viewpoint. The focus of the course assignments is on the practical application of writing and critical-thinking skills and the promotion of professional business practice and academic excellence. Through their assignments, students emphasize their personal and professional development, including the completion of a personal SWOT analysis and professional development plan.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

DDBA 8100 - Doctoral Study Mentoring

(0 sem. cr.)
The purpose of this course is to assist doctoral students in making steady progress toward the DBA. Students use this course as a forum for ongoing exchange of ideas, input, and feedback with peers and their doctoral study chair. They engage in a variety of activities, providing the tools needed to complete the doctoral study capstone successfully. Students gain practice with various research methods and data-gathering techniques; determine best practices; explore the various resources, including the
Walden Library, Writing Center, and Research Center; and prepare a draft and final version of their doctoral study prospectus, which is required to proceed with the final doctoral study.

Note: The "instructor of record" for a section of the course is the chair of the student's doctoral study committee. Section participants are students who work with faculty members at various stages of their doctoral study.

**DDBA 8101 - Doctoral Study Mentoring**

(1 sem. cr.)
The purpose of this course is to assist doctoral independent scholars in making steady progress toward the DBA degree. Independent scholars use this course as a forum for ongoing exchange of ideas, input, and feedback with peers and their doctoral study chair. They engage in a variety of activities, providing the tools needed to complete the doctoral study capstone successfully. They gain practice with various research methods and data-gathering techniques; determine best practices; explore the various resources, including the Walden Library, Writing Center, and Research Center; and prepare a draft and final version of their doctoral study prospectus, which is required to proceed with the final doctoral study. Note: The instructor of record for a section of the course is the chair of the independent scholar's doctoral study committee. Section participants are independent scholars who work with faculty members at various stages of their doctoral study.

**DDBA 8101C - Doctoral Study Mentoring**

(1 sem. cr.)
The purpose of this course is to assist doctoral independent scholars in making steady progress toward the DBA degree. Independent scholars use this course as a forum for ongoing exchange of ideas, input, and feedback with peers and their doctoral study chair. They engage in a variety of activities, providing the tools needed to complete the doctoral study capstone successfully. They gain practice with various research methods and data-gathering techniques; determine best practices; explore the various resources, including the Walden Library, Writing Center, and Research Center; and prepare a draft and final version of their doctoral study prospectus, which is required to proceed with the final doctoral study. Note: The instructor of record for a section of the course is the chair of the independent scholar’s doctoral study committee. Section participants are independent scholars who work with faculty members at various stages of their doctoral study.

**DDBA 8101P - Doctoral Portfolio Capstone Mentoring**

(1 sem. cr.)
The purpose of this course is to assist doctoral independent scholars in making steady progress toward the DBA degree. Independent scholars use this course as a forum for
ongoing exchange of ideas, input, and feedback with peers and their portfolio chair. They engage in a variety of activities, providing the tools needed to complete the portfolio capstone successfully. They gain practice with various research methods and data-gathering techniques; determine best practices; explore the various resources, including the Walden Library, Writing Center, and Research Center; and prepare a draft and final version of their portfolio prospectus, which is required to proceed with the final portfolio research (program evaluation or quantitative secondary data analysis).

Note: The instructor of record for a section of the course is the chair of the independent scholar’s portfolio committee. Section participants are independent scholars who work with faculty members at various stages of their portfolio project.

**DDBA 8110 - Business Operations: Systems Perspectives in Global Organizations**

(3 sem. cr.)
Corporate social impact is of increasing interest because many organizations are moving from a profit-only outlook to a model of social responsibility. Students in this course are immersed in the ways business operates in a global environment, which provides the opportunity to widen professional perspectives. Students engage in variety of writing and creative assignments while exploring a variety of topics, such as supply chain management, process management, quality, innovation, and forecasting. Integrating professional practice at the doctoral level, they employ critical-thinking skills to analyze decision-making motives and techniques in a global operations environment.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**DDBA 8120 - Information Systems: Global Management Strategies and Technologies**

(3 sem. cr.)
Information technology and systems saturate every aspect of business, from small corner stores to global corporations. Students are provided with broad coverage of information systems management concepts and trends underlying current and future developments as well as principles for providing effective implementation of information systems management in this course. Students use business case studies to gain real-world insight on the impact of information systems on decision making, collaboration, and maintaining business relationships. They engage in discussions on a variety of topics, such as the advantages and disadvantages of global Internet commerce, the role of on- and off-shore workers in a company-wide information system, and the pros and cons of short-cycle time approaches to information systems development. Students develop and define their position and reasoning on a variety of information systems’ current issues as the course progresses. Students also focus on the practical application of writing and the integration of professional practice at the doctoral level.
Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

DDBA 8130 - Marketing: Strategic Innovation in Globally Diverse Markets♦

(3 sem. cr.)
The current global environment is diverse, technologically reliant, and constantly changing; old skills and tools that were once effective may no longer be efficient for today’s market. In this course, independent scholars examine the global marketplace and identify, adapt, and apply skills and supporting tools that guide them to develop and create a globally competitive advantage in multiple and diverse scenarios and settings. They apply requisite knowledge of marketing concepts, such as the marketing mix, differentiation, and branding for focused markets as essentials for market audit data analysis. Through detailed case studies and marketing audits, independent scholars will develop market analysis skills to determine potential marketing strategies, with an emphasis on the importance of positive social change.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

DDBA 8140 - Finance: Fiscal Leadership in a Global Environment—Creating Competitive Responses and Building Corporate Opportunities♦

(3 sem. cr.)
Daily, there are risks of corporate challenges and insults ranging from local and national regulatory shifts and breaches to international complexities of emerging opportunities. These events require global business leaders to possess a variety of financial skills and sensibilities. Through case studies and analytical projects, students have the opportunity to build skills and knowledge for leading organizations with ethical integrity and social accountability. They explore the financial and monetary markets in the United States and abroad to gain an economic context to apply the concepts and tools necessary to assess an organization’s financial position and to explore alternatives to finance-organizational ventures. Students also engage in assignments focused on financial planning, budgeting, and other trends, such as balancing risks. Students prepare to be key ethical players who are effective in leading an organization’s financial capabilities based on sound financial and economic principles.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

DDBA 8150 - Leadership: Building Sustainable Organizations♦

(3 sem. cr.)
Business leaders may take on a range of personalities, including charismatic, transformational, adaptive, or contextual. Regardless of style, one thing that they all have
in common is the ability to identify and develop leadership strategies that lend to the success and sustainability of a business. In this course, students examine these strategies as well as the role, attributes, and challenges of leaders in a global environment. Students assess current articles, engage in online discussions, and complete application assignments based on globalization, individual and group behaviors, organizational culture and change, systems thinking, innovation, social responsibility, and sustainability. They explore these basic dimensions of leadership and how they affect the employee, organization, community, and environment. Students focus on the practical application of writing, resourcefulness, critical thinking, and the integration of professional practice at the doctoral level as they develop sustainable solutions from the perspective of a global leader.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

DDBA 8151 - Organizational Leadership: Doctoral Theory and Practice

(3 sem. cr.)
Successful business leaders create a positive organizational culture based on personal ethical behavior, ethical expectations, training, and transparency. Business leaders use a range of leadership styles, including transformational, transactional and servant leadership, based on the organizational situation. Regardless of leadership style, one thing that business leaders have in common is the ability to identify and develop leadership strategies that lend to the success and sustainability of their business. In this four-module course, students cover a wide range of different topics on business leadership. Students focus on the practical application of APA writing, critical thinking, and the integration of professional leadership practice at the doctoral level as they develop sustainable solutions from the perspective of a business leader. Students examine the relationship between leadership and management, evaluate the impact and utility of leadership styles assessments, and analyze different leadership styles. Additionally, students evaluate and investigate various leadership theories, sources of power, and motivation theories to gain a better understanding into the nature and practice of leadership. Students evaluate and assess ethical dilemmas, organizational stress, and craft an organizational strategy to shape a successful business culture. They assess current articles, engage in online discussions, and complete application assignments based on organizational culture, ethics, strategy, stress, and leadership theories.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

DDBA 8160 - Business Strategy and Innovation

(3 sem. cr.)
Students in this course focus on development and implementation of business strategies
that enable competitive advantage and winning in the marketplace. They develop an understanding of why and how individuals and organizations must work together to create a sustainable business and global environment. Students apply methods for assessing the strengths and weaknesses of organizations and identify industry opportunities and threats resulting from forces shaping the marketplace. They also examine and apply concepts to assess the capability of industries to implement these strategies successfully. Students focus on practical business applications of writing and critical thinking and engage in a combination of essay discussions, research assignments, and papers to analyze, develop, and defend ideas for strategic and innovative business solutions for sustainability. Students also develop a problem statement to use in their doctoral study final capstone project through the synthesis of principles of sustainable strategic management and thinking.

**DDBA 8161 - Business Strategy and Innovation for Competitive Advantage**

(3 sem. cr.)

Students in this DBA strategy course concentrate on the creation and implementation of business strategies that maximize competitive advantage in the marketplace. Students develop an understanding of why and how individuals and business organizations work together creating sustainable businesses in the global marketplace. They apply models for assessing the strengths and weaknesses of business organizations and identify opportunities and threats resulting from forces shaping the marketplace. Students focus on practical business applications of writing, critical thinking, and classroom engagement in a combination of essay discussions, research assignments, and writing papers to analyze, develop, and defend ideas for strategic and innovative business solutions for sustainability.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**DDBA 8300 - Qualitative and Quantitative Methodology for Applied Business Research**

(4 sem. cr.)

In this course, independent scholars are introduced to quantitative and qualitative frameworks for inquiry. Quantitative designs covered include correlation, experimental and quasi-experimental, survey, and causal-comparative designs; qualitative designs include case study, phenomenology, grounded theory, and ethnography. Independent scholars work toward acquiring substantive, foundational knowledge of the philosophy of science as they construct, use, and critique concepts and theories. They learn to produce knowledge for practice as they examine ethical, social, and political aspects of conducting research. Demonstrating knowledge and the ability to solve problems, independent scholars engage in course assignments that emphasize the practical
application of writing and critical-thinking skills and the integration of professional practice at the doctoral level.

**DDBA 8303 - Qualitative and Case Study Methodology for Business Analysis Research**

*(4 sem. cr.)*
In this course, independent scholars have the opportunity to extend their research and general analysis skills as they further explore qualitative research methodology and design types—with emphasis on case-study research designs—that they may incorporate into their own doctoral study. Independent scholars learn to focus their analysis on efforts to improve the quality of business practice. They also focus on how to think in an action-oriented manner, as if they were business consultants, so that their own doctoral study work could be applied in action. Finally, they engage in an iterative process of writing their own prospectus application, incorporating feedback from peers and the course instructor.

**DDBA 8307 - Quantitative Business Data Analysis Using SPSS**

*(3 sem. cr.)*
In this course, independent scholars develop skills in descriptive statistics, statistical inference, and quantitative techniques, including t-tests, analysis of variance, correlation, multiple linear regression, and nonparametric methods (i.e., two-way contingency table analysis). They use quantitative data analysis and data-management techniques, and they learn to utilize SPSS software for data analysis. This course is not intended for independent scholars to become fully grounded in statistical methods; rather, they learn appropriate questions to ask about data analysis as well as how to defend their use of specific techniques in professional practice.

**DDBA 8307B - Quantitative Business Data Analysis Using SPSS**

*(4 sem. cr.)*
In this course, independent scholars develop skills in descriptive statistics, statistical inference, and quantitative techniques, including t-tests, analysis of variance, correlation, multiple linear regression, discriminant analysis, and nonparametric methods (i.e., two-way contingency table analysis). They use quantitative data analysis and data-management techniques, and they learn to utilize SPSS software for data analysis. This course is not intended for independent scholars to become fully grounded in statistical methods; rather, they learn appropriate questions to ask about data analysis as well as how to defend their use of specific techniques in professional practice.

**DDBA 8427 - Applied Research Methods—Qualitative and Quantitative**
In this course, students are provided with the opportunity to acquire substantive, foundational knowledge of the philosophy of science, including the construction, use, and critique of concepts and theories. Students examine qualitative and quantitative frameworks for inquiry as well as the ethical, social, and political aspects of conducting research. They learn about quantitative designs, such as experimental and quasi-experimental, survey, causal-comparative, evaluation, and existing action research. In regard to qualitative designs, students examine case study, phenomenology, grounded theory, and ethnography designs. Students complete application exercises to demonstrate their conceptual knowledge of applied research methods in preparation for their doctoral study as well as for problem-solving in professional practice. They also engage in the practical application of writing and critical thinking as they synthesize the relationship between research in management and the promulgation of social change.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

DDBA 8510 - Seminar in Global Supply Chain Management

As globalization integrates all regions of the planet, business has become multinational and multimodal. Regardless of the role—manufacturers, retailers, or service providers—doing business globally requires a thorough understanding of how products, services, and information products develop from ideas to deliverables. In studying global supply chain management, students learn about the systems required to identify sources of people and material as well as ways to ensure that the supply chain conforms to the highest expected business standards anywhere in the world. Students investigate potential opportunities for new research in the field and share their findings through a presentation. They sharpen their critical-thinking and communication skills as they give and provide feedback on research conclusions. Students accomplish the objectives of this seminar course by examining current information through extensive use of topical journal articles and papers as well as classic articles and papers related to the field of study.

DDBA 8511 - Seminar in Innovation Management

An essential, "make or break" aspect of today's organizational environment is innovation. Students in this seminar course are provided with the opportunity to position themselves for professional success in management through the study of concepts, processes, and tools needed to accelerate the rate, breadth, and depth of innovation within any organization. Students examine what innovation is and is not, as well as how to establish the organizational policies, processes, and employee-support infrastructure required to facilitate successful innovation throughout organizations. Students assess current information through extensive use of topical journal articles and papers as well
as classic articles and papers related to the field of study. They also disseminate their findings to their peers through group discussions.

DDBA 8512 - Seminar in IT for Competitive Advantage

(3 sem. cr.)
Though many aspects of information technology (IT) are becoming staples in the business toolbox, competitive advantage is still possible through the development of creative applications and the configuration of technology in ways unique to an organization. In this seminar course, students investigate this advantage through the evaluation of the frontier of IT in business and new ways of applying IT to cut costs, increase customer satisfaction, and open new business opportunities. Students explore social networking tools and Internet recognition strategies for potential business uses. They accomplish course objectives by examining current information through extensive use of recent journal articles and papers as well as classic articles and papers related to the field of study. Students also identify additional resources and disseminate their conclusions to their peers.

DDBA 8515 - Energy Production Analysis

(3 sem. cr.)
Energy is a primary enabler of business operations. Energy sources include nuclear power, fossil fuels, oil, natural gas, solar, wind, and flowing water (hydro). Energy is used in business to power machinery, heat factories, and propel vehicles to deliver goods and services. Independent scholars will analyze regional, national, and international energy production issues from a business leadership perspective. Issues include environmental regulations, legal requirements, and social conditions (e.g., building a production facility in a neighborhood). The conceptual analysis of managing emerging new energy sources is explored.

DDBA 8521 - Seminar in Change Management

(3 sem. cr.)
The only constant in today's business environment is change. However, implementing change alone is not sufficient. It is also necessary to identify and prioritize the key organizational issues requiring change and to implement the necessary changes successfully. Furthermore, change must be defined and aligned at the organizational, process, and employee levels. In this seminar course, students identify and focus on the key areas of an organization that should be prioritized for change initiatives and for the development and implementation of strategies that will increase the success rate of the key change initiatives. Students formulate an original research topic related to the course literature and present and debate their findings through a peer work group. They accomplish course objectives by examining current information, such as
foundational literature and theories, seminal works, and established models in the field of change management.

**DDBA 8522 - Seminar in Sustainability**

*(3 sem. cr.)*
The various environmental crises facing the planet threaten the human race. Therefore, the primary challenge for business is to conduct itself in a responsible manner through sustainable decisions. That means more than anticipating continuous profitability. Students in this seminar course explore what it means to be sustainable from an environmental perspective and examine the implications for business in terms of resource consumption, materials processing and disposal, and the impacts of the products made and distributed. Students analyze natural systems and how their condition influences doing business in a global economy. They also examine the long-term implications for conducting business globally. Students fine-tune critical-thinking skills by formulating an original research topic, which they discuss with their peers. They accomplish course objectives by examining current information through extensive use of recent journal articles and papers as well as classic articles and papers related to the field of study.

**DDBA 8523 - Seminar in Law and Compliance**

*(3 sem. cr.)*
Recent cases of corporate greed, bankruptcy, and fraud, as well as the collapse of the housing market and its fallout in the investment community, have prompted the need for new regulatory responses; these include laws, such as Sarbanes-Oxley, Dodd-Frank, and the Foreign Corrupt Practices Act, as well as whistleblower protection programs. Independent scholars in this seminar course examine these new ways of doing business in today's sociopolitical climate from a legal perspective, including identification of opportunities for new research in business law and compliance. They formulate an original research topic and assess the potential impact of their findings on the fields of business law and compliance. They also give and receive feedback through critiques for and by peers. Independent scholars accomplish course objectives by examining current information, such as foundational literature and theories, seminal works, and established models in the fields of business law and compliance.

**DDBA 8524 - Seminar in Multicultural Management**

*(3 sem. cr.)*
Growing cultural diversity within countries and expansion of organizations’ international initiatives has brought about the need to recognize, lead, and manage a broader cultural spectrum of workers, managers, and performance improvement teams. In this seminar course, students define the key organizational techniques and the potential benefits stemming from managing multicultural workforces. Students contextualize their study
through the examination and development of case studies of successful and unsuccessful attempts to realize the potential that can be derived from multicultural workforces and teams. Students accomplish course objectives by examining current information through extensive use of recent journal articles and papers as well as classic articles and papers related to the field of study. They also disseminate their findings to their peers through group discussions.

DDBA 8525 - Energy Delivery Analysis

(3 sem. cr.)
Energy is needed throughout the world for business operations. The end user of energy and the production source can be miles, countries, or oceans apart. Independent scholars will analyze regional, national, and international energy distribution issues from a business leader perspective. Issues include environmental regulations, legal requirements, and social conditions (a pipeline, power lines, or a local substation, for instance). The conceptual analysis of managing new means of energy delivery is explored.

DDBA 8531 - Seminar in B2B Marketing

(3 sem. cr.)
Business-to-business (B2B) marketing has emerged as its own discipline to meet the needs of other businesses. The challenge is to find new methods of enhancing marketability and value while maintaining important relationships with consumers. Students in this seminar course focus on B2B marketing techniques, strategies, customer acquisition, and relationship building. They explore the theory and conceptual challenges facing today's B2B marketing manager. Primarily, students learn aspects of online promotion and advertising, communications strategies to promote online initiatives, and creative ways of developing the B2B channel. They fine-tune critical-thinking skills by formulating an original research topic and debating with peers. Students accomplish course objectives by examining foundational literature and theories, seminal works, and established models in the field of B2B marketing.

DDBA 8532 - Seminar in Consumer Behavior

(3 sem. cr.)
The buyer decision-making process is one of the driving forces behind how, where, and when to market a product, which is why understanding consumer behavior is integral to successful businesses. In this seminar course, students focus on the characteristics of consumers from the perspective of why they purchase products and services as well as their expectations when doing business. More importantly, students study individual behavior and the psychology of choice, the motivation to buy, and how to maintain satisfaction after purchase. Because forces beyond individual control sometimes influence markets, niches, and segments, students also examine consumer behavior from
a cultural (and subcultural) perspective. Students engage in course activities and discussions that focus on how to manage the customer experience from attraction to a mutually rewarding relationship. Students accomplish course objectives by examining foundational literature and theories, seminal works, and established models in the field of consumer behavior.

**DDBA 8533 - Seminar in Marketing Research**

(3 sem. cr.)

Business leaders and decision makers need accurate information to introduce projects and services that create appeal and value in the mind of the consumer. In this seminar course, students explore the processes and methods of studying markets and focus on understanding the empirical research process. Students survey marketing research methods in the context of understanding competitive opportunities, new product development, and positioning a product or service in the marketplace. They examine the practices of utilizing public databases, spotting trends, and identifying opportunities for new research in the field. Students hone critical-thinking and analytical skills by formulating an original research topic related to the course literature, which they present and debate in a peer work group. Students accomplish course objectives by examining foundational literature and theories, seminal works, and established models in the field of marketing research.

**DDBA 8540 - Seminar in International Finance**

(3 sem. cr.)

International finance is a branch of economics that considers how capital investment is undertaken globally and how financial markets and global trade influence investment opportunities. Independent scholars taking this seminar course are provided with an overview of the historical context of globalization. Included in the discussions is an in-depth analysis of how organizations, emerging markets, and society benefit from globalization. Independent scholars examine how organizations manage risk in a global environment. Scholars also explore barriers to globalization. Independent scholars accomplish course objectives by examining foundational literature and theories, seminal works, and established models in the field of international finance. They also formulate an original research topic and synthesize findings and conclusions based on their literature review for a comprehensive and critical understanding of the discipline.

**DDBA 8541 - Seminar in Entrepreneurial Finance**

(3 sem. cr.)

Entrepreneurial finance is designed to help managers make accurate investments and business decisions in entrepreneurial settings. In this seminar course, students explore the development of a small business from startup to financial security. They examine the process and various sources of funding, including partnerships with venture capitalists,
conventional sources, and initial public offerings. Most importantly, students explore
how to construct funding as well as the trade-offs and benefits for each model. They
analyze entrepreneurial equity and how to negotiate any agreement with funding
sources. Students accomplish course objectives by examining foundational literature and
theories, seminal works, and established models in the field of entrepreneurial finance.
They also identify additional resources and disseminate research conclusions to their
peers.

**DDBA 8550 - Seminar in Managerial Accounting**

*(3 sem. cr.)*  
Using a theoretical approach, students in this seminar examine common concepts,
principles, and methods used in managerial decision making, including revenue
forecasting and cost prediction methods, break-even and cost-volume-profit analyses,
performance variance analysis, relevant cost analysis, project valuation, expected rates of
return, and discounted cash flow methods. They also explore opportunities for
optimizing methods. Additionally, students examine applied research methods in the
context of design and development of rational managerial decision-making systems.

**DDBA 8551 - Seminar in Accounting-Based Performance Evaluation Systems**

*(3 sem. cr.)*  
Students in this seminar examine theories of corporate governance and employee
performance evaluation, including the control and performance evaluation aspects of
pricing/contribution margin analysis, cost allocation, activity-based costing, throughput
accounting, key performance indicators, and balanced scorecard methods. They also
explore opportunities for optimizing methods. Additionally, students examine applied
research methods in the context of design and development of rational corporate
governance and employee performance evaluation systems.

**DDBA 8552 - Seminar in International Aspects of Managerial Accounting**

*(3 sem. cr.)*  
Through this seminar course, independent scholars have the opportunity to examine
international aspects of theories of managerial decision making, risk management, and
budgeting in the context of global, cross-cultural management. They also explore applied
research methods on the effects of import/export issues, foreign exchange rates,
controlled economies, social responsibility reporting, inflation accounting, and
international taxation.

**DDBA 8560 - Seminar in Healthcare Managerial Decision Making**

*(3 sem. cr.)*  
In this seminar, independent scholars examine the application of healthcare policy and
economic principles to managerial decision making, including policy development and implementation processes as well as how health policy changes over time. They also explore key policy initiatives related to cost, quality, ethics, and access, and they investigate stakeholders and interest groups involved in the health policy process. Independent scholars devote special attention to how economic principles, such as supply, demand, and market price determination, relate to the structure of the healthcare industry and the distribution of resources and services.

DDBA 8561 - Seminar in Managing Healthcare Delivery Systems

(3 sem. cr.)
Healthcare delivery is one of the largest industries in the United States. Students in this seminar focus on the components of the health services delivery system, including patients, organizations, professionals, public and private third-party payers, regulators, reimbursement and reimbursement methods, and technology. Students explore the nature of population illness and disease, and they examine the continuum of health services, such as hospitals and hospital systems, ambulatory care services, long-term care services, wellness/prevention services, and community/public health services. In addition, students analyze contextual factors and challenges that are linked to the healthcare delivery system management; they also explore the impact of these challenges on the delivery of services and healthcare management.

DDBA 8562 - Seminar in Law and Ethics in Healthcare Management

(3 sem. cr.)
Students in this seminar engage in an examination of the key laws, regulations, and court decisions related to healthcare operations, oversight of organizations and practitioners, and the rights and responsibilities of healthcare providers and patients. They study laws and regulations governing healthcare providers, the identification of organizational governance issues, fraud and enforcement, and the development of risk management processes and controls. Students also explore key ethical issues underpinning healthcare delivery and management, including patient rights and advocacy.

DDBA 8570 - Seminar in Program and Portfolio Management

(3 sem. cr.)
Independent scholars in this seminar course examine developments in the discipline of project-based program and portfolio management and the business competencies required to manage complex projects in dynamic, distributed, and global environments. Among the topics included are aligning project portfolios to organizational strategy and value, assessing project portfolio management successes and failures, measuring project portfolio performance, and stimulating organizational creativity and innovation.
DDBA 8571 - Seminar in Project Portfolio Performance and Organizational Effectiveness

(3 sem. cr.)
Managing an organization's portfolio of projects requires an understanding of project management process groups and the alternative approaches for selecting and managing a portfolio of projects. Independent scholars also examine how an effective project portfolio management infrastructure is built so that a formal approach to project management can be applied by balancing the need for structure with the need for flexibility. Issues of cultural and ethical diversity that affect management in a global environment are also explored.

DDBA 8572 - Seminar in Project-Based Strategic Leadership

(3 sem. cr.)
Independent scholars in this seminar course examine the forces of complexity and uncertainty and their impact (past, present, and future) on the project management profession. Topics include a retrospective analysis of research and practice over the past several decades and the examination of the increasing focus on the strategic value of projects and project leadership. Because the global business environment is characterized as increasingly complex and uncertain, and projects are directly linked to the organization's strategic goals and competitive position, project management practitioners and researchers also learn about leading the continued development and maturity of the project management profession.

DDBA 8580 - The New HR: The Savvy Strategic Partner

(3 sem. cr.)
The role of the human resources (HR) department as a strategic partner entails new and different functions that enable organizations to function as high-performing and cost-cognizant entities. To recognize the best way for organizations to grow in capability and capacity, students in this course detail the potential for involvement of HR in evaluating buy-build alternatives and B2B partnerships. They explore a range of alternatives, including service agreements, contract negotiations, and management of fully outsourced services. Graduates of this course will be able to analyze the impact of such decisions on the quality of the deliverables and the risk impact on both the HR department and the organization.

DDBA 8581 - Succession Planning: A Survival Tool of the Fittest

(3 sem. cr.)
In order to succeed in competitive environments, organizations must begin succession planning at the beginning of every initial interface—when an employee is added to the talent pool, when a leader is added to the knowledge capital, when the organization
reviews its successes and its challenges, and when corporations plan "to plan." The only sure way to do this well is to know where the gaps are in present-day resources and cast them repeatedly against future and emerging needs and trends facing the organization, then craft the strategies that will map the path for getting there. In this course, students are drawn into defining organizational capability using career mapping, opportunistic development, and technology to fulfill future strategic human and knowledge capital essential in optimizing organizational success.

**DDBA 8582 - An HR Plan for Organizational Agility**

(3 sem. cr.)
Graduates of this new human resources (HR) strategic partner course will be able to integrate several key HR concepts with organization-wide strategic planning to develop an evidence-based annual HR department/division operating plan critical to the for-profit or not-for-profit organizations. New HR professionals must be able to direct individual and organizational performance to deliver on value proposition, build sustainability, and impact positive social change.

**DDBA 8590 - Impact of Homeland Security Policies on Business Continuity**

(3 sem. cr.)
The term *business continuity management* is a unifying process and the umbrella under which multiple supporting functions, including crisis management and business continuity, operate and integrate. Terrorism represents a significant threat to global business leaders, since globalization and terrorism are inextricably linked. Events such as the September 11, 2001 terrorist attacks and the 2004 Madrid bombings had significant impact on business continuity management. From a business continuity perspective, learners in this course examine key questions and issues facing the U.S. intelligence community from a global viewpoint. What is its role in homeland security and how may these topics affect business continuity management? The emphasis of the course will be on issues affecting business continuity management policy, oversight, and intelligence support to homeland defense/security and global business decision making. The Intelligence Reform and Terrorism Prevention Act of 2004 is addressed, and the course is shaped to focus on homeland intelligence support business issues at the state, local, and tribal levels.

**DDBA 8591 - Homeland Security—Business Planning**

(3 sem. cr.)
A foundational tenet of terrorist activity is the destruction of business structures. Business leaders can do much to prepare for the impact of hazards faced with regard to technology-related hazards, terrorism, natural hazards, and human-caused hazards. From a business planning standpoint, the business leader will examine an *all hazards* approach. Learners, as part of an economical system, will get an overview of terrorism that
includes the definition, root causes, ideologies, historical and current perspectives, modus operandi and targets, radicalization and recruitment, terrorist group structures, domestic and international terrorist groups, state-sponsored terrorism, and counterterrorism inasmuch as all impact the business leader. Terrorism affects both the long-term and short-term segments of businesses around the world; therefore, the need for business continuity planning is investigated.

**DDBA 8592 - Business Infrastructure Vulnerability Analysis**

(3 sem. cr.)
Given the uncertainty of emerging terrorist and criminal threats, business leaders require a quick qualitative assessment of the vulnerability to existing business operations, personnel, facilities, and assets. From a business perspective, critical infrastructure protection is one of the cornerstones of homeland security. The National Strategy for Protection of Critical Infrastructure and Key Assets lists 11 critical sectors. Students in this course are introduced students to the Department of Homeland Security (DHS) risk-based resource allocation process. In the course, the fundamentals of business-related risk assessment are discussed, and the advantages and disadvantages of various risk assessment tools are examined. At the completion of the course, learners will be able to assess the value of various risk tools, apply those tools to any critical infrastructure within their multijurisdictional region, and derive optimal business strategies and draft policies to reduce the risk associated with future terrorist attacks and other hazards on their business interests.

**DDBA 8850 - The New HR: The Savvy Strategic Partner**

(3 sem. cr.)
The role of the human resources (HR) department as a strategic partner entails new and different functions that enable organizations to function as high-performing and cost-cognizant entities. To recognize the best way for organizations to grow in capability and capacity, students in this course detail the potential for involvement of HR in evaluating buy-build alternatives and B2B partnerships. They explore a range of alternatives, including service agreements, contract negotiations, and management of fully outsourced services. Graduates of this course will be able to analyze the impact of such decisions on the quality of the deliverables and the risk impact on both the HR department and the organization.

**DDBA 8852 - An HR Plan for Organizational Agility**

(3 sem. cr.)
Graduates of this new human resources (HR) strategic partner course will be able to integrate several key HR concepts with organization-wide strategic planning to develop an evidence-based annual HR department/division operating plan critical to the for-profit or not-for-profit organizations. New HR professionals must be able to direct individual
and organizational performance to deliver on value proposition, build sustainability, and impact positive social change.

**DDBA 9000 - Doctoral Study Completion**

*(4 sem. cr. per term for a minimum of five terms until completion)*

In the final doctoral study, independent scholars demonstrate their ability to examine, critique, and synthesize knowledge, theory, and experience so that new ideas can be tested; best practices identified, established, and verified; and theoretical, practice, or policy constructs evaluated and advanced. In all cases, independent scholars engage in rigorous inquiry that results in new knowledge, insight, or practice, demonstrating efficacy in the world of business and management. Through this course, independent scholars gain assistance in working through the process of the doctoral study. They design personal best practices for completing their study within a designated context. They also select their committee members, with whom they establish and maintain strong working relationships and on whom they rely to mentor and approve their proposal and final study. Ultimately, independent scholars completing the doctoral study make a fresh contribution to the field of practice in the professional business environment.

Students take this course for a minimum of five terms and are continuously enrolled until completion of their doctoral study with final chief academic officer (CAO) approval.

To complete a doctoral study, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred.

**DDBA 9000P - Doctoral Portfolio Capstone Completion**

*(3 sem. cr. per term for a minimum of 5 terms = 15 sem. cr.)*

In the final doctoral portfolio capstone, independent scholars demonstrate their ability to examine, critique, and synthesize knowledge, theory, and experience. Through the capstone they provide evidence of new ideas tested; best practices identified, established, and verified; and theoretical, practice, or policy constructs evaluated and advanced. In all cases, independent scholars engage in rigorous inquiry that results in new knowledge, insight, or practice, demonstrating efficacy in the world of business and management. Through this course, independent scholars gain assistance in working through the process of the doctoral portfolio capstone. They design personal best practices for completing their portfolio capstone within a designated context. They also select their committee members, with whom they establish and maintain strong working relationships and on whom they rely to mentor and approve their proposal and final
study. Ultimately, independent scholars completing the portfolio make a fresh contribution to the field of practice in the professional business environment.

**DDBA 9001 - Doctoral Study Completion**

(continuous enrollment in 3 sem. cr. per term for a minimum of five terms until completion, with two 8-week terms taken per semester)

In the final doctoral study, independent scholars demonstrate their ability to examine, critique, and synthesize knowledge, theory, and experience so that new ideas can be tested; best practices identified, established, and verified; and theoretical, practice, or policy constructs evaluated and advanced. In all cases, independent scholars engage in rigorous inquiry that results in new knowledge, insight, or practice, demonstrating efficacy in the world of business and management. Through this course, independent scholars gain assistance in working through the process of the doctoral study. They design personal best practices for completing their study within a designated context. They also select their committee members, with whom they establish and maintain strong working relationships and on whom they rely to mentor and approve their proposal and final study. Ultimately, independent scholars completing the doctoral study make a fresh contribution to the field of practice in the professional business environment.

Students take this course for a minimum of five terms (two 8-week terms per semester) and are continuously enrolled until completion of their doctoral study with final chief academic officer (CAO) approval.

To complete a doctoral study, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their doctoral study on ProQuest before their degree is conferred.

**DDBA 9001C - Doctoral Study Completion**

(continuous enrollment in 3 sem. cr. per term for a minimum of five terms until completion, with two 8-week terms taken per semester)

In the final doctoral study, independent scholars demonstrate their ability to examine, critique, and synthesize knowledge, theory, and experience so that new ideas can be tested; best practices identified, established, and verified; and theoretical, practice, or policy constructs evaluated and advanced. In all cases, independent scholars engage in rigorous inquiry that results in new knowledge, insight, or practice, demonstrating efficacy in the world of business and management. Through this course, independent scholars gain assistance in working through the process of the doctoral study. They design personal best practices for completing their study within a designated context. They also select their committee members, with whom they establish and maintain strong working relationships and on whom they rely to mentor and approve their
proposal and final study. Ultimately, independent scholars completing the doctoral study make a fresh contribution to the field of practice in the professional business environment.

Students take this course for a minimum of five terms (two 8-week terms per semester) and are continuously enrolled until completion of their doctoral study with final chief academic officer (CAO) approval.

To complete a doctoral study, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their doctoral study on ProQuest before their degree is conferred.

**DDBA 9001P - Doctoral Portfolio Capstone Completion**

(continuous enrollment in 3 sem. cr. per term for a minimum of five terms until completion, with two 8-week terms taken per semester)

In the final doctoral portfolio capstone, independent scholars demonstrate their ability to examine, critique, and synthesize knowledge, theory, and experience. Through the capstone, they provide evidence of new ideas tested; best practices identified, established, and verified; and theoretical, practice, or policy constructs evaluated and advanced. In all cases, independent scholars engage in rigorous inquiry that results in new knowledge, insight, or practice, demonstrating efficacy in the world of business and management. Through this course, independent scholars gain assistance in working through the process of the doctoral portfolio capstone. They design personal best practices for completing their portfolio capstone within a designated context. They also select their committee members, with whom they establish and maintain strong working relationships and on whom they rely to mentor and approve their proposal and final study. Ultimately, independent scholars completing the portfolio make a fresh contribution to the field of practice in the professional business environment.

Students take this course for a minimum of five terms (two 8-week terms per semester) and are continuously enrolled until completion of their doctoral study with final chief academic officer (CAO) approval.

To complete a doctoral study, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their doctoral study on ProQuest before their degree is conferred.

**DDHA 8003 - Building a Multidisciplinary Approach to Health**

(3 cr.)

In this course, students explore the multidisciplinary nature and integration of professional practice in the health field. Students have the opportunity to utilize their
scholarly voice with diverse audiences and with academic integrity to ensure academic and professional success as a scholar-practitioner and social change agent. As leaders in their profession, students discuss critical public health and health services in the health field utilizing a response to a natural disaster, review of emerging issues in the health field, and what it means to be part of a multidisciplinary team to develop community partnerships with key stakeholders to address health issues impacting their communities, agencies, and/or organizations.

**DDHA 8006 - Doctor of Healthcare Administration Foundational Concepts**

(3 cr.)
In the DHA Doctoral Foundations course, students will examine various aspects of being a doctoral student. Students will be exposed to DHA program requirements, support resources, research requirements, healthcare administration professional domains, and networking activities. This course will also provide information about the doctoral capstone process at Walden, including major benchmarks and expectations. This course is required to be taken in the first term of the program for all students.

**DDHA 8011 - Doctor of Healthcare Administration Foundational Concepts**

(3 cr.)
In the DHA Doctoral Foundations course, students will examine various aspects of being a doctoral student. Students will be exposed to DHA program requirements, support resources, research requirements, healthcare administration professional domains, and networking activities. This course will also provide information about the doctoral capstone process at Walden, including major benchmarks and expectations. This course is required to be taken in the first term of the program for all students.

**DDHA 8050 - Global Health and Issues in Disease Prevention**

(5 cr.)
Students are provided with an in-depth review of how global health-based strategies are used in the prevention of disease and disability in diverse populations. They explore global health topics and disease prevention activities from the perspective of understanding the determinants of health. Using a cross-disciplinary approach, students examine how economics, social factors, cultural competency, health literacy, health policy, urbanization, globalization, the environment, and other factors influence disease. They consider how research in disease prevention, health determinants, cultural ecology, and global health applies to public and community health efforts.

**DDHA 8051 - The United States Healthcare Delivery System**

(5 cr.)
Healthcare delivery is one of the largest industries in the United States. Students in this
course are provided with the opportunity to gain thorough insight into the current structure and components of health services and delivery; they are also presented with an abbreviated history addressing the nature of population illness and disease. Students identify and describe components of the system, including patients, healthcare professionals, public and private third-party payers, regulators, reimbursement methods, and technology. They engage in activities and discussions focused on the continuum of services related to healthcare, such as hospitals and hospital systems, ambulatory care, and long-term care. Students also explore issues related to these services, such as wellness, prevention, and community and public health, for a comprehensive understanding of the system. Students contextualize their study through the examination of current factors and challenges as well as the impact these challenges have on delivery and management.

DDHA 8103 - Advanced Healthcare Quality and Risk Management

(5 cr.)
The focus of this course is on the analysis of quality and risk management trends, models, issues, and strategies. It begins with an examination of the differences between quality and risk in healthcare, as well as the interconnectedness of the two. Students will apply quality and risk management concepts to their selected HSO and use frameworks and models to perform critical analyses. The benefits of membership in professional healthcare associations are also discussed. Threaded throughout the course is the application of elements of an Integrative Review (IR), which is the basis of the DHA doctoral study. Through an analysis and appraisal of literature, students will evaluate quality and risk management issues and recommend strategies for improvement in a comprehensive final project.
Prerequisites
- DDHA 8203 or DDHA 8203A
- RESI 8601
- DDHA 9003
- RSCH 8110X

DDHA 8113 - Advanced Concepts in Healthcare Leadership

(5 cr.)
This course will introduce students to concepts related to understanding, measuring, implementing, and leading successful change initiatives. Students will examine organizational theories, systems thinking approaches, and behavioral strategies that support diversity, equity, inclusion and will explore topics related to knowledge management, problem solving, conflict resolution, and mediation. By the end of the course, students will have developed skills to enhance organizational effectiveness and promote innovation and positive social change within healthcare organizations.
Prerequisites
• RSCH 8210 or RSCH 8210A or RSCH 8201A or RSCH 8200H or RSCH 8201H or RSCH 8210H or RSCH 8200X or RSCH 8201X or RSCH 8210X
• DDHA 8130
• DDHA 8051
• DDHA 8300
• DDHA 8600
• DDHA 8603
• DDHA 8400

DDHA 8130 - Communications, Marketing, and Public Relations for Healthcare Administration Leaders

(5 cr.)
An overview of marketing and public relations principles as they relate to healthcare administration, highlighting theoretical concepts that are commonly used in healthcare administration research and practice, is provided to students in this course. Topics include principles of communication, social marketing techniques, public relations techniques, promoting health literacy, identifying key stakeholders and community partnerships, principles of culturally appropriate health services delivery, marketing healthcare services, and ethical practice in healthcare administration.

DDHA 8203 - Advanced Healthcare Operations Management

(5 cr.)
In this course, students analyze the important operations that take place in healthcare services organizations (HSOs). Students examine HSO performance improvement tools, criteria, and frameworks. Transitioning from volume-to-value-based healthcare will be examined as well as the impact on the HSO. Students select one HSO type on which to focus. Within this HSO type, students interview an administrator on leadership, analyze the impact of operational problems on various stakeholders, examine metrics and data to improve performance, and apply process improvement tools to operational problems. Students utilize doctoral research skills to complete a poster project that will examine a current issue in HSO operations. Students also engage in networking activities to build professional peer contacts and further career opportunities.

Prerequisites
Doctor of Healthcare Administration (DHA) Track I
• DDHA 8006 or DDHA 8011

Doctor of Healthcare Administration (DHA) Track II
• DDHA 8006 or DDHA 8011
• DDHA 8130
• DDHA 8051
• DDHA 8300
• DDHA 8600
• DDHA 8603
• DDHA 8400

DDHA 8246 - Advanced Application of Practice-based Research in Health

(5 cr.)
The goal of this course is to provide participants with an understanding of the methods and principles of applied research (quantitative, qualitative, and/or mixed-method designs) in health, focusing on cultural sensitivity, appropriate literacy levels, and Community-Based Participatory Research (CBPR). Students gain an appreciation of advantages and limitations of this approach, and skills necessary for participating effectively in CBPR projects. Additional topics include the role of funding in health research and principles of community health assessment. Students learn to identify and prioritize problems, then assess and utilize community resources to address these problems. Students also develop their Doctoral Study Premise.

DDHA 8300 - Healthcare Financial Management and Economics

(5 cr.)
In this course, students gain knowledge of economics principles such as cost, quality, and access as they relate to the healthcare world. The principles of healthcare financial management, including accounting and finance, are vitally important to the viability and ongoing operations of a healthcare business. Students have the opportunity to interpret and analyze the financial statements of a business, use and analyze financial ratios, utilize variance analysis, understand and implement operating and capital budgeting, and develop knowledge of the business planning process. Students create portions of a business/financial plan using these techniques and analyze the viability of their plan using accepted financial management tools.

DDHA 8303 - Research Methods for Healthcare Administrators

(5 cr.)
In this course students will build on what they learned from their previous courses in preparation for their doctoral study. Students will examine the application of key performance indicators and related metrics in healthcare administration research. Students will evaluate research methodologies by reviewing published research, illustrating findings in descriptive and narrative format, and synthesizing the information in a practice-focused healthcare administration problem statement and research strategy.
Prerequisites
• DDHA 8503
• DDHA 9003
DDHA 8400 - Human Resource Management for Healthcare Administrators

(5 cr.)
In this course, students address the role of human resources in healthcare organizations as well as the recruitment, retention, management, and development of these resources. Students gain an understanding of the key roles of human resource personnel in establishing goals and expectations regarding organizational performance as well as how individuals contribute to effective performance in terms of controlling costs, improving quality, and providing excellent customer service. They explore major federal and state legislation that influences human resources, key management functions within workforce planning and recruitment, and functions within workforce retention. Students devote specific attention to the administrative, operational, and strategic aspects of managing human resources, focusing on managing clinical and direct-care practitioners whose perspectives and expectations differ from those of management. Other topics that students explore and discuss include employment and contract labor law; compensation strategies, including benefits and pay for performance; staffing models; labor relations; performance management; workforce retention; and strategies for ensuring employee engagement, motivation, and satisfaction.

DDHA 8426 - Advanced Application of Practice-based Research in Health

(5 cr.)
The goal of this course is to provide participants with an understanding of the methods and principles of applied research (quantitative, qualitative, and/or mixed-method designs) in health, focusing on cultural sensitivity, appropriate literacy levels, and Community-Based Participatory Research (CBPR). Students gain an appreciation of advantages and limitations of this approach, as well as the skills necessary for participating effectively in CBPR projects. Additional topics include the role of funding in health research and principles of community health assessment. Students learn to identify and prioritize problems, and then assess and utilize community resources to address these problems. Students also develop their doctoral study premise.

DDHA 8450 - Project and Resource Management in Integrated Systems

(5 cr.)
In this course, students focus on the strategic resource management process in an organizational setting. As leaders in the healthcare field, students explore resource management within the context of the healthcare mission, planning resource allocation,
program implementation, and program evaluation. Students have the opportunity to assess their organization’s current strategic position and apply relevant theoretical models in healthcare settings to adjust management practices in a changing healthcare environment. Students can also address the organizational dynamics and change management processes of integrated health systems and their networks of hospitals, nursing homes, group practices, and medical offices.

**DDHA 8500 - Health Leadership and Systems Thinking**

(5 cr.)
In this course, students explore leadership models and theories, the core principles of public health leadership, and the application of systems thinking to public health. They examine how to create strategies and solutions that efficiently utilize public health and healthcare resources. Students also discuss descriptive and prescriptive systems, focusing on the application of these processes to current public health issues and challenges at the organizational and community levels.

**DDHA 8503 - Strategic Management and System Thinking**

(5 cr.)
In this course, students explore strategic management theories and the application of systems thinking to healthcare administration. They examine how to create strategies and solutions that efficiently utilize healthcare resources. Students also discuss descriptive and prescriptive systems, focusing on the application of these processes to current health issues and challenges at the organizational and community levels. Students will learn strategies for communicating.

Prerequisites
- DDHA 8703
- DDHA 8203
- DDHA 8103

**DDHA 8600 - Governance, Law, and Policy for Healthcare Leaders**

(5 cr.)
Students in this course examine healthcare organization governance principles, health laws and mandates, and health policy issues and practice, which directly impact healthcare leaders. Using case studies and hypothetical situations, students assess leadership roles and key ethical principles and challenges underpinning healthcare organizations. Students apply an interdisciplinary approach that employs sociological, political, economic, and ethical perspectives to increase performance and assure quality in healthcare delivery. Topics include healthcare policy, advocacy, laws, mandates, contracts, and ethical obligations to provide quality healthcare by being stewards of their organization.
DDHA 8603 - Healthcare Informatics and Technology

(5 cr.)
Students in this course have the opportunity to learn how sustainable health information technologies and applications assist leaders in the execution of organizational strategies and the transformation of the health care environment. They can also learn how these complex systems help decision makers in the organization to improve patient care outcomes and performance. Topics include evolving technologies such as data analytics, eHealth, personalized medicine, and social media; using technology applications to manage population health; risk assessment, including legal and ethical issues in health information technology; and change management. Students are challenged by scenario-based discussions that analyze best information technology practices across multiple industries.
Prerequisites
- DDHA 8006 or DDHA 8011

DDHA 8700 - Healthcare Operations Management

(5 cr.)
In this course, students examine the factors that affect performance outcomes within healthcare organizations; methods to monitor, adjust, and improve performance; and techniques and tools of quantitative analysis of operations and decision support that assist in management of capacity issues, reengineering, staffing, scheduling, productivity, and supply chain. Other important concepts that students examine include understanding operational assessment; understanding patient care and related support-care processes through flowcharting of steps in the process; taking a systems perspective on the organization and delivery of services; identifying problems and improvement opportunities using analytical techniques; and monitoring performance data to identify trends and variation based on current operations and those resulting from changes and improvements.

DDHA 8703 - Advanced Health Analytics and Data-Driven Decision Making

(5 cr.)
To make informed decisions, healthcare administrators need to synthesize an abundant and wide variety of healthcare data. Students in this course are provided with techniques to transform healthcare data and analytical tools needed to make critical decisions. This course helps students understand healthcare analytics so they can make data-driven decision for the healthcare organization. Data mining, using operational data, methods for interpreting data, and the use of technology in the collection and application of data are explored. Students apply data-driven decision-making skills to practical application through the use of contemporary and practical case studies. They
also apply techniques for presenting data to stakeholders.

Prerequisites
- DDHA 8113

DDHA 8750 - Trends and Issues in Executive Level Management for Healthcare Administrators

(5 cr.)
Healthcare administrators, more than ever before, are facing challenges and opportunities, given the dynamic nature of the healthcare industry. In this seminar-style course, students address how executive-level managers leading complex health systems can use strategic planning, risk management, and innovative business practices to take advantage of healthcare trends, as well as the current social and economic forces that guide strategic planning of healthcare systems. Students explore ways to improve Board of Director relationships, address financial challenges, and implement healthcare reform measures. As a result of this course, healthcare leaders are better able to visualize and address the quickly changing landscape of healthcare delivery per the guidelines outlined in the Patient Protection and Affordable Care Act of 2010. Students also have the opportunity to address the cultural issues that are present in the healthcare environment.

Prerequisites
Doctor of Healthcare Administration (DHA): Students who started before August 31, 2021
- RESI 8601

Doctor of Healthcare Administration (DHA): Students who started August 31, 2021, and later

- RESI 8601
- DDHA 8203
- RSCH 8110
- DDHA 9003

DDHA 8800 - Data-Driven Decision Making

(5 cr.)
To make informed decisions, healthcare administrators need to synthesize an abundant and wide variety of data. Students in this course are provided with techniques to transform data into the information needed to make critical decisions. Data mining, using operational data, methods for interpreting data, and the use of technology in the collection and application of data are explored. Students apply data-driven decision-making skills to practical application through the use of contemporary and practical case studies. They also apply techniques for presenting data to stakeholders.

Prerequisites
- RSCH 8201
- RSCH 8210
DDHA 8900 - Healthcare Quality Management

(5 cr.)
The focus of this course is on the development of leadership strategies and competencies to support healthcare and organizational quality delivery of care. Emphasis is placed on a systems approach exploring the organizational structures that impact healthcare quality performance and, ultimately, patient outcomes. Using macro (enterprise-wide) and micro (individual and team performance) perspectives, students examine the leadership roles, which define, develop, and support decisions affecting quality strategies. Students in this course address how key organizational theories, principles, and concepts relate to achieving the effective and efficient delivery of safe healthcare services. Through the development of a quality program initiative, students demonstrate an understanding of the impact an initiative has on organizational structure, its environment, and the system's leadership.

Prerequisites
- RSCH 8201
- RSCH 8210

DDHA 8901 - Research Forum Companion

(0 cr.)
The purpose of this forum is to assist students with making initial progress toward earning a Doctor of Health Administration (DHA) degree. Students begin working on the prospectus with their chair and become familiar with the resources available for doctoral students. The course offers doctoral students the opportunity to integrate their program of study and demonstrate knowledge of an in-depth exploration of a healthcare administration issue or problem. Students will engage in regular scholarly discussions with a faculty chair and fellow doctoral students, submit Quarterly Plans, and progress toward completion of the DHA degree. Information and resources related to the doctoral study, residencies, research and writing, and doctoral program expectations are provided for guidance.

DDHA 9003 - Doctoral Study Seminar I

(1 cr.)
Doctoral Study Seminar I - the Journey to the Community of Scholars gets students prepared for the capstone process. Students are introduced to the Doctoral Degree Coach, helpful capstone resources, time management strategies, and potential topics relevant to their field of study. Students also examine exemplar capstones to better understand the journey they will be undertaking.

Prerequisites
• DDHA 8006 or DDHA 8011
• DRWA 8000 or 8000G

DDHA 9013 - Doctoral Study Seminar II

(1 cr.)
Doctoral Study Seminar Course 2 on the Journey to the Communities of Scholars represents the preboarding phase of the journey. Students learn how to use the library, develop doctoral-level writing strategies, and write a literature review. Students also examine how problems of interest drive scientific inquiry.
Prerequisites
• DDHA 9003
• RESI 8601

DDHA 9023 - Doctoral Study Seminar III

(1 cr.)
Doctoral Study Seminar III - the Journey to the Communities of Scholars has students take off into developing critical elements of a scientific study. Students distinguish the characteristics of strong practice-focused questions and evaluate conceptual and theoretical frameworks with respect to their alignment with a study. Students will engage in an iterative process of developing practice-focused questions through peer review and feedback.
Prerequisites
• DDHA 9013

DDHA 9033 - Doctoral Study Seminar IV

(1 cr.)
Dissertation Seminar IV - the Journey to the Communities of Scholars has students travel towards completing their prospectus by selecting sources of evidence to answer a practice-based questions as well as explain the nature and significance of a doctoral study. Students evaluate how to align various elements of a scientific study and ensure ethical concerns are addressed. Students end this course with a solid draft of their prospectus.
Prerequisites
• DDHA 9023

DDHA 9043 - Doctoral Study Seminar V
Doctoral Study Seminar V - the Journey to the Communities of Scholars culminates the student’s journey towards developing a prospectus. This course focuses on completing the Prospectus Form. Students deliver an asynchronous oral and visual presentation of their proposed doctoral study and get feedback from peers and the instructor.

Prerequisites
- DDHA 9033

DDHA 9100 - DHA Research Capstone

(5 cr. per term for a minimum of 4 quarters until completion)
In this capstone course, doctoral students have the opportunity to integrate their program of study and demonstrate their knowledge into an in-depth exploration of a healthcare administration issue or problem. Students complete an applied practice-based project independently, with the guidance of a capstone supervisory committee chair and committee members, in a learning platform classroom in which weekly participation is required. Students complete a prospectus, proposal, Institutional Review Board application, and carry out and analyze a research protocol and project.

Students take this course for a minimum of four quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval.

To complete a dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

DDHA 9200 - Doctoral Study Prospectus Completion

(5 cr.)
In this capstone course, doctoral students have the opportunity to integrate their program of study and demonstrate their knowledge into an in-depth exploration of a healthcare administration issue or problem. Students complete an applied practice-based project independently, with the guidance of a capstone supervisory committee chair and committee members, in a learning platform classroom in which weekly participation is required. Students complete a prospectus, proposal, Institutional Review Board application, and carry out and analyze a research protocol and project.

Prerequisites
- DDHA 8303
- RESI 8601
- RESI 8602
DDHA 9203 - Doctoral Study Proposal Completion

(5 cr.)
In this capstone course, doctoral students have the opportunity to integrate their program of study and demonstrate their knowledge into an in-depth exploration of a healthcare administration issue or problem. Students complete an applied practice-based project independently, with the guidance of a capstone supervisory committee chair and committee members, in a learning platform classroom in which weekly participation is required. Students complete a prospectus, proposal, Institutional Review Board application, and carry out and analyze a research protocol and project.
Prerequisites
• DDHA 9200

DDHA 9213 - Doctoral Study Completion

(5 cr.)
In this capstone course, doctoral students have the opportunity to integrate their program of study and demonstrate their knowledge into an in-depth exploration of a healthcare administration issue or problem. Students complete an applied practice-based project independently, with the guidance of a capstone supervisory committee chair and committee members, in a learning platform classroom in which weekly participation is required. Students complete a prospectus, proposal, Institutional Review Board application, and carry out and analyze a research protocol and project.
Prerequisites
• DDHA 9203

DDPA 8003 - Foundations in Doctoral Studies

(3 cr.)
Students in this course are introduced to Walden University and to the requirements for successful participation in an online doctoral program and learning environment. Students work toward building a foundation for academic and professional success as scholar-practitioners and social change agents. They assess the relationship of mission and vision to professional goals and develop best practices and strategies for online success. Students also explore resources used throughout the program, such as the online Walden University Library, the Writing Center, and other Walden academic centers. Students engage in course assignments focused on the practical application of scholarly and professional writing, critical thinking, and the promotion of professional and academic excellence as they relate to practice in public policy and administration.

DDPA 8003I - Foundations in Doctoral Studies
Students in this course are introduced to Walden University and to the requirements for successful participation in an online doctoral program and learning environment. Students work toward building a foundation for academic and professional success as scholar-practitioners and social change agents. They assess the relationship of mission and vision to professional goals and develop best practices and strategies for online success. Students also explore resources used throughout the program, such as the online Walden University Library, the Writing Center, and other Walden academic centers. Students engage in course assignments focused on the practical application of scholarly and professional writing, critical thinking, and the promotion of professional and academic excellence as they relate to practice in public policy and administration.

**DDPA 8101 - Critical Issues in Emergency Management**

Students in this course examine the theories and concepts underpinning contemporary emergency management and how to understand the phenomena of natural and human-caused disasters. Students examine the historical context of emergency management, the general process of risk assessment, the emergency management cycle, communications within emergency management and crisis planning, and the general policy and legal framework surrounding the process of emergency management in the United States with a focus on the National Incident Management System. Case studies of major catastrophes are used to explore contemporary and practical hazard management. Students can complete the FEMA Emergency Management Institute courses IS-100.b - Introduction to Incident Command System and either IS-800.b - National Response Framework: An Introduction or IS700.a - National Incident Management System as part of this course. Nationally recognized certificates are awarded for successful completion of FEMA courses.

**DDPA 8111 - Leadership and Organizational Change**

Successful organizations in a rapidly changing and complex world require leaders who embrace change and are able to engage others in change. In this course, students use traditional literature, current articles, and interactive media to explore the qualities, characteristics, and skills of effective leaders as well as the theories, models, and relationships between leadership and organizational change. They assess the ethical issues and standards as well as the opportunities and challenges related to leading diverse organizations through change. Students also examine how current leaders employ leadership and organizational change to contribute to social change, and they consider how to use these lessons to make further positive changes within an organization or their own community.

**DDPA 8112 - Governance and Public Policy**
Students in this course engage in an in-depth analysis of how societies are governed and how public policies are formulated, evaluated, adjudicated, and implemented. Students examine governance and public policy from theoretical and practical perspectives using ancient and classical voices as well as more modern and critical literature. Advanced techniques and research tools for policy analysis are used to illustrate various contemporary policy issues. With the aid of these techniques and research tools, students develop a policy plan to address a significant public policy concern or social issue of personal interest. Students also explore their future role in the field of public policy and administration.

**DDPA 8137 - The Nature of Crime and Criminology**

Students in this course are introduced to contemporary views and theories of maladaptive and criminal behavior. They examine a broad conceptualization of criminal behavior from an interdisciplinary perspective as well as theories and application of criminal profiling. Students also explore specific views of criminal behavior germane to groups, such as psychopaths, serial offenders, and sexually violent predators. At the end of this course, students will have an understanding of the theories and practices that are the foundations of the field of criminology. Students may take this as a nondegree course, which means they do not have to be enrolled in a program.

**DDPA 8200 - Management Techniques for the Public Sector**

Students in this course are introduced to evidence-based practices and analytic techniques for decision making in the public sector. Learning focuses on building a toolkit of analytic methods related to budgeting, problem solving, and utilization of data to inform leaders of areas for improvement in the delivery of public goods and services.

**DDPA 8201 - Risk Assessment, Preparedness, and Disaster Mitigation**

Risk assessment and mitigation are key components to effective emergency management and all-hazard planning and response. Students in this course focus on the methods and techniques required to assess an organization or government’s risk associated with the protection of human life and capital assets. They study ways to evaluate the social vulnerabilities to disaster and the special needs of at-risk populations, and they explore methods to reduce vulnerabilities and build capacity through structural and nonstructural mitigation. Additionally, students complete the FEMA Emergency Management Institute course IS-393.a: Introduction to Hazard Mitigation as part of this course.
DDPA 8204 - Fundamentals of Mapping and Geographic Information Systems

(5 cr.)
Students in this course are introduced to the fundamentals of mapping with geographic information systems. Through course readings and activities, students build an understanding of geospatial data assembly and manipulation and use the principles of cartographic design.

DDPA 8205 - Spatial Analysis and Modeling

(5 cr.)
In this course, students are introduced to advanced geospatial data processing and analysis through a combination of readings and computer exercises. Topics include advanced feature and attribute editing, spatial database queries, basic geoprocessing of both raster and vector data, and geospatial model building.

DDPA 8206 - GIS Research Methodology

(5 cr.)
Students gain familiarity with the tools and methods of research in geographic information systems (GIS) by developing an intensive GIS project to solve a practical problem of student interest under guidance from the instructor.

DDPA 8210 - Analytics for Evidence-Based Decision-Making

(5 cr.)
Analytics, as used by government and public administrators, is the practice of using statistics and computer analysis together to manipulate and gain insight from very large datasets. Analytic processes addressed in this course include data mining, machine learning, the use of neural networks as a decision-making tool, and exploration into computer-simulated and generated models for public decision-making. Analytics are used to understand past events and predict future events. This course emphasizes the development of critical thinking and data literacy skills for public administrators. Students will further develop the capability to communicate the results of analytics to various stakeholders.
Prerequisites
  • DDPA 8200
  • RSCH 8210T

DDPA 8215 - Controversies in Criminal Justice

(5 cr.)
Justice is at the heart of the U.S. democratic system, yet opposing viewpoints surrounding and within the system often muddle interpretations of the law and the
development of policies to promote and enforce justice. In this course, students examine events that have significantly changed how the legal system interprets the U.S. Constitution, the U.S. Code, and the U.S. Patriot Act, for example, the terrorist acts of September 11, 2001. They learn how social and historical changes have shifted perspectives and sparked debates on expanding the rights of government versus safeguarding personal civil rights and civil liberties. Through discussion with peers, assessment of contemporary articles, and examination of Supreme Court cases, students have the opportunity to reflect on and potentially broaden their own opinions and perspectives on current criminal justice affairs in regard to issues of law enforcement, public perception, policy development, and ethics.

**DDPA 8217 - Technological Solutions and 21st-Century Crime**

(5 cr.)
In consideration of modern technological innovation and the spread of knowledge through digital means, the relationship between technology and criminal activity is increasing. In this course, students explore this relationship and gain a comprehensive view of cyber crime, including current trends. They learn how law enforcement agencies use technology to track and apprehend criminals. Through real-world scenarios, students examine legal responses to cyber crime and learn different approaches and techniques for solving cyber crimes and handling related challenges. Students also have the opportunity to gain a comprehensive understanding of building cases and prosecuting crimes through practical exercises in identification, data mining, and the protection and gathering of evidence.

**DDPA 8300 - Writing Applied Research and Funding Proposals**

(5 cr.)
Students in this course propose an applied research project related to a specific field of study. Students focus on two objectives: first, to draft a Prospectus Form for the doctoral Professional Administrative Study (PAS); and second, to explore how research can be applied to solve problems in the practice of public administration. Students further gain exposure to funding opportunities to support public and nonprofit organizations.
Prerequisites
- DDPA 8210

**DDPA 8301 - Disaster Response and Recovery**

(5 cr.)
A major concern of disaster response professionals is meeting basic and humanitarian needs of disaster-affected populations. In this course, students explore a range of issues, including evacuation, relocation, and tactical and strategic decisions in the immediate
aftermath of an emergency episode. Students study important federal policies related to disaster response and recovery, including the National Response Framework, and they can gain an understanding of how local, state, and federal policies mesh in response and recovery efforts. Through their exploration, they study how recovery begins once the immediate threat of the emergency wanes and the focus shifts to restoring disaster-affected areas. As part of this course, students complete the FEMA Emergency Management Institute course IS208.a: State Disaster Management.

**DDPA 8310 - Fundamentals of Mapping and Geographic Information Systems**

(5 cr.)
Students in this course are exposed to a variety of instructional techniques to learn information regarding mapping fundamentals and the use of computers to produce maps and other graphic displays of data.

**DDPA 8315 - Spatial Analysis and Modeling**

(5 cr.)
Students in this course focus on the fundamental statistical methods and procedures relevant to geographic data and spatial analysis.

**DDPA 8320 - Public Policy Implications of Terrorism Legislation and Policies**

(5 cr.)
Students in this course are provided with the opportunity to develop a broad perspective on the history of the U.S. Patriot Act, terroristic legislation and immigration laws, and their policy implications on law enforcement, governmental entities, organizations, and individuals. Students gain a foundation to build the skills that public administrators and public policy analysts use to draft and implement public policy and enforce and/or respond to potential terroristic threats while simultaneously upholding and protecting constitutional freedoms. Students examine topics through a wide variety of resources, including contemporary texts, websites, case studies, and material representing international, national, and local governments and organizations. They critically review and analyze the U.S. Patriot Act and similar terroristic 297 legislation and policies, and they participate in discussions about these laws and their implications on U.S. constitutional freedoms.

**DDPA 8321 - Terrorism: A Systemic Approach for Emergency Preparedness**

(5 cr.)
Terrorism continues to be a constant threat to the American public, facilitating the need for accurate information, organized resources, and established approaches to respond to emergencies and keep the public informed. Students in this course examine terrorism and related public policy on a local, national, and international level. They also assess the
need and function of systemic approaches for emergency preparedness. Students explore and discuss topical issues, such as terrorism and public health, bioterrorism, biosecurity, cyber terrorism, risk assessment, implications for public health, and components of a systemic preparedness infrastructure. Using analytic skills and tools, students assess recommendations that policy makers use in decisions to prevent or respond to terrorism. They also gain hands-on experience initiating the development and/or analysis of a terrorism-preparedness infrastructure.

**DDPA 8322 - Critical Incident Planning and Leadership**

(5 cr.)
Who is responsible for emergency management, and what elements should be included in an emergency management plan? Students in this course have the opportunity to answer such questions as they examine the principles of emergency planning, selection of leaders, specialized planning (e.g., schools, tourism), mutual aid, and leadership theories. Students analyze case studies, identifying weaknesses in current methods as well as potential solutions. Through this analysis, students develop new strategies and perspectives in regard to responding to and planning for critical incidents. Public administrators or students planning to enter the field of public administration build a basic foundation to develop a critical incident plan and gain a thorough understanding of leadership models and methods.

**DDPA 8325 - GIS Research Methodology**

(5 cr.)
Students in this course familiarize themselves and practice with the tools and methods of research in geographic information systems in students’ areas of interest in practice and research.

**DDPA 8330 - Holding Up the Mirror: Understanding Different Cultures and Increasing Global Consciousness**

(5 cr.)
Professionals in all areas of public policy and administration work with individuals and organizations of different cultures on a daily basis; therefore, global consciousness is vital to effective communication and interaction in the field. In this course, students explore and analyze the cultural values and styles of communication, reasoning, and leadership unique to their home culture. Students apply these concepts to better understand the people, values, and policies of other cultures. They also identify and become familiar with challenges that American nonprofit organizations face as they work internationally or cross-culturally within the United States. Sharpening critical-thinking skills, students research and assess an organization within their own community that has international links; through this assessment, students gain further awareness of different cultures and the importance of cross-cultural ties.
DDPA 8331 - Crossing Borders: U.S. and International NGO Organizational Cultures and Environments

(5 cr.)
In this course, students study in depth the cultures, structures, and activities of nongovernmental organizations in select countries and compare their activities, organizational cultures, structures, and working environments with nonprofits in the United States.

DDPA 8332 - Placing NGOs in the Global Context

(5 cr.)
Modern public policy and administration professionals use knowledge of international culture to understand the operations and structure of nongovernmental organizations (NGOs) in different countries, thus leading to well-informed, globally responsible decisions. In this course, students engage in a comprehensive study of the cultures, structures, and activities of NGOs in select countries. Students compare the activities, organizational cultures, structures, and working environments of these countries with nonprofit organizations in the United States. Through discussions, research, and topical writing assignments, students identify and assess the values, actions, and beliefs of a selected culture to gain an in-depth understanding of that culture’s voluntary or NGO environment.

DDPA 8380 - Policy and Politics in American Political Institutions

(5 cr.)
Students in this course are introduced to the crafts of policymaking and policy analysis in the U.S. democratic system. Students examine the tasks involved in the policy process, including setting agendas, using policy analysis tools, managing the political process, implementing policy, and providing evaluations and feedback. Through this analysis, students work toward developing skills to conduct policy and economic analyses as well as to determine the political feasibility of proposed policies. They learn about regulation as a policy choice. They also work toward enhancing their ability to develop alternatives and to assess strategies proposed to achieve certain policy objectives. Students engage in scholarly writing assignments and discussions on policy areas of interest, such as communications, immigration, transportation, housing, labor, arts, and environmental policies.

DDPA 8381 - Public Policy and Evaluation

(5 cr.)
There are a variety of tools available to policymakers and policy analysts to evaluate the impact of social programs. In this course, students examine these tools and work toward gaining the skills needed to develop plans for evaluation and to assess social
programs effectively. Students engage in discussions and assignments designed to provide practical application of content on a variety of topics, such as selecting programs to evaluate, crafting program descriptions, identifying stakeholders and their interests, developing logic models, framing evaluation questions, applying utilization-focused evaluation techniques, using quantitative and qualitative tools to complete formative and summative evaluations, and providing evaluation reports and feedback to decision makers. Using concepts presented in the course, students gain hands-on experience developing an evaluation design for a social program.

**DDPA 8382 - Public Policy and Finance**

(5 cr.)
Public policymakers often rely on microeconomic and macroeconomic models to formulate new policies and reevaluate existing policies. In this course, students examine the use of such models in the public policy setting and assess how public finance influences policy choices as well as implementation alternatives. Through weekly analytical writing assignments and peer discussions, students explore tax policies and tax incentive models; budgeting; public/private models; market influences on policy; the impact of government expenditures on income redistribution; and economic considerations of welfare, food stamps, workers' compensation, Social Security, and outsourcing of public programs. Synthesizing course content and applying critical-thinking skills, students assess a local government jurisdiction, examine the decisions of policymakers, and recommend improvements based on economic models.

**DDPA 8390 - Strategic Context of Public Management and Leadership**

(5 cr.)
Students in this course engage in a collaborative study of the changing strategic context of public administration. Students apply a systems perspective to construct a public enterprise "mental" model of a public organization to understand the strategic context for practical action and the stakeholder relations involved. Students demonstrate their knowledge of the interrelated flows of money, knowledge, and influence as they weave these elements in their model. They engage in readings and practical assignments that emphasize management and leadership in a time of unprecedented and unpredictable change. Students also work toward developing professional-action habits for pragmatic action-learning in the practice of public administration.

**DDPA 8400 - Professional Administrative Study**

(5 cr. per term for a minimum of four terms until completion)
The Professional Administrative Study (PAS) results in a formal manuscript designed and written to address a problem in public administration practice. Each DPA student is required to complete a PAS. The PAS involves students completing an applied research study that addresses an actual administrative problem or need faced by a client
organization. Students complete the PAS independently, with the guidance of a supervisory committee chair, a committee member, and a University Research Reviewer (URR). Students complete a prospectus, proposal, research ethics review, and a final written PAS. Oral presentations are required both after the proposal and final projects are approved by the committee. The PAS paper takes the format of a consulting report and, at a minimum, includes the following sections:

- Abstract
- Introduction to the Problem
- Conceptual Approach and Background
- Data Collection Process and Analysis
- Evaluation and Recommendations
- Dissemination Plan

Prerequisites
- All prior coursework

Note: Students take this course for a minimum of four quarters and are continuously enrolled until completion of their doctoral study with final chief academic officer (CAO) approval.

**DDPA 8401 - Public Health Leadership and Systems Thinking**

(5 cr.)
In this course, students explore leadership models and theories, the core principles of public health leadership, and the application of systems thinking to public health. They examine how to create strategies and solutions that efficiently utilize public health and healthcare resources. Students also discuss descriptive and prescriptive systems, focusing on the application of these processes to current public health issues and challenges at the organizational and community levels.

**DDPA 8405 - Ethics and Social Justice**

(5 cr.)
Ethics is a foundational element of leadership. In this course, students examine the philosophy of ethics as well as responsibility and social justice—basic tenets of public service. Students explore the complex social, political, and related ethical challenges leaders face as they seek to meet the needs of diverse constituents. They examine ethics and social justice related to economic disparity, power, and privilege. Students also assess demographic data and current social trends and themes to understand, analyze, and address ethical and social justice issues that impact service delivery in a global community. Applying concepts presented in the course, students engage in an in-depth assessment of an emerging or persistent ethical or social justice issue, through which they demonstrate their ability to make recommendations for improvement or
change.

Prerequisites

- MMPA 6116, NPMG 6116, PPAA 8000, PPAA 8000i, MMPA 6200, NPMG 6200, CRJS 6000, CRJS 6002, HUMN 8000, or HLTH 8003

DDPA 8410A - Research Forum Companion

(1 cr.)
The purpose of this forum is to assist students with making initial progress toward earning the Doctor of Public Administration (DPA) degree. Students begin working on the prospectus with their chair and become familiar with the resources available for doctoral students. Doctoral students are offered the opportunity to integrate their program of study and demonstrate knowledge of an in-depth exploration of a public administration issue or problem. Students will engage in regular scholarly discussions with a faculty chair and fellow doctoral students, submit Quarterly Plans, and progress toward completion of the DPA degree. Information and resources related to the doctoral study, residencies, research and writing, and doctoral program expectations are provided for guidance.

DDPA 8420 - Health Economics

(5 cr.)
Students in this course examine the application of economic principles to healthcare managerial decision making regarding the amount, structure, and distribution of healthcare resources and services. Because of the complexity and uncertainty of the healthcare system, as well as the scope of resources consumed by health and health-related organizations, managers must appreciate the economic implications of decisions regarding allocation of resources. Students advance their knowledge of economic principles as reflected in the population demand for health; the demand for healthcare and medical care; the supply of health organizations and practitioners; the role of insurance, moral hazard, and adverse selection; the practice of cost-shifting; the structure, competitive nature, and dynamics of markets; differing objectives of for-profit and nonprofit organizations; variation in consumer access to and utilization of services; roles of uncertainty and information asymmetry; strategies for consumer cost-sharing; and the challenges healthcare organizations face in the pricing, production, allocation, and distribution of health and medical services. Special attention is devoted to understanding how health services differ in a variety of competitive markets.

DDPA 8540 - Strategic Planning, Management, and Leadership in a Global Context

(5 cr.)
Public policy implementation can take place in various types of organizations. In this course, learners engage in a collaborative study of strategic planning, management, and
leadership in the context of public and nonprofit organizations. Students in this course identify, analyze, and evaluate the intricate relationships between strategic planning, management, and leadership from an international perspective. Students connect three key institutional elements: thinking, acting, and leading strategically. Students apply a management systems approach as they develop, adopt, manage, and lead a strategic plan for an international public or nonprofit organization or with an international focus. Students will understand the strategic context for practical decision making for international public and nonprofit organizations, emphasizing the central role of the environment in the strategic planning process. Students are offered a hands-on approach in this course that tests their ability to make effective and timely management and leadership decisions in complex and uncertain conditions.

**DDPA 8541 - Sustainable Development for Global Communities**

(5 cr.)
Effective community leaders must be familiar with a wide range of tools, strategies, and skills to create sustainable communities. In this course, students examine these elements to learn how leaders build capacity for community change, assess community needs and resources, create community visions, promote stakeholder interest and participation, analyze community problems, and carry out practices and interventions to improve sustainability in communities. They also explore sustainability frameworks and models, and they apply these and other concepts presented in the course to develop a proposal for sustainable community development, focusing on community assessment, stakeholder involvement, and development planning.

**DDPA 8542 - Transformative Change in a Global Environment**

(5 cr.)
Students in this course are engaged in a collaborative study of the nature and methods of transformative change in the complex human systems of contemporary public organizations. Students explore and employ a pragmatic-action-learning process for studying the experience of transformative change in complex systems. They examine the dynamics of complex adaptive systems to gain an understanding of how large-scale and highly interrelated human systems change through self-organization. Students explore and apply appreciative inquiry and other selected methods of transformative change to a positive organizational-change situation of personal interest. They also have the opportunity to develop professional-action habits for pragmatic-action learning in the practice of public administration.

**DDPA 8740 - Disaster, Crisis, and Trauma**

(5 cr.)
There is no shortage of natural and human-made disasters, such as war, violence, genocide, and terrorist activities. Individuals and communities impacted by such disasters
often need assistance from professionals who understand the social, cultural, and psychological complexities of crisis and trauma. Students in this course investigate how these incidents impact the psychology of individuals and groups. They assess traditional and current literature and complete practical exercises to learn about theories of trauma; actions and behaviors following a disaster; stress, coping, and adjustment difficulties; psychological disorders (e.g., posttraumatic stress disorder); and available resources to deal with trauma. Considering the various ways crisis professionals can promote positive social change, students devote special attention to the importance and development of culturally appropriate service-delivery programs and interventions for individuals affected and traumatized by disasters.

**DDPA 8741 - Psychology of Terrorism**

(5 cr.)
Many sources define terrorism as a type of psychological warfare, as it induces fear and feelings of vulnerability. Therefore, professionals need to understand all aspects of terrorism to help prevent further terroristic acts and respond to victims who have been affected psychologically. Students in this course explore terrorism from a psychological perspective. They examine types of terrorism; contributing factors related to the development of terrorists and terrorist organizations; counterterrorism agencies and laws; the impact of terrorist events on individuals, families, and communities; prevention, intervention, and postvention with survivors; media coverage of terrorist events; human rights and ethical issues; and future trends related to the psychology of terrorism. Students also examine the threat of terrorism in their own community and evaluate the potential impact. Using concepts presented in the course, they consider applications for preventative measures as well as strategies to promote resiliency among individual and families who may become victims of terrorism.

**DDPA 8810 - Fundamentals of Law and Public Policy**

(5 cr.)
Legal decisions and the law often have a major impact on the creation of public policy. In this course, students explore and discuss the relationship between laws and public policy and the impact that court decisions have on policy and policy leaders. They examine the role of administrative agencies in the creation and execution of law and public policy and the role of the courts in resolving challenges to agency rule making; conflicts between executive and legislative branches of government; and conflicts between and among federal, state, and local laws. Students have the opportunity to sharpen their critical-thinking and research-database skills as they search for real-world examples of how fundamental legal concepts and processes affect the creation and execution of law and public policy.

**DDPA 8811 - Legal Research for Policy Practitioners**
There is a wealth of vital legal knowledge available to public policy practitioners. In this course, students explore the many print and electronic resources available for legal research. Students examine how practitioners use the law to inform the creation of public policy. They engage in assignments designed to provide practical application of content to learn how to navigate legal libraries, cite cases, and employ research to support public policy. Students also gain experience in applying legal research to case studies and contemporary issues.

**DDPA 8812 - Contemporary Cases and Issues in the Courts**

There is a wealth of vital legal knowledge available to public policy practitioners. In this course, students explore the many print and electronic resources available for legal research. Students examine how practitioners use the law to inform the creation of public policy. They engage in assignments designed to provide practical application of content to learn how to navigate legal libraries, cite cases, and employ research to support public policy. Students also gain experience in applying legal research to case studies and contemporary issues.

**DDPA 8820 - Elements of Sustainable and Livable Communities**

Creating and maintaining sustainable and livable communities require leaders who understand the connections among the natural, built, and social environments and who can address these connections in a holistic and integrated fashion. Students in this course examine concepts of sustainability and livability and explore popular approaches to creating and maintaining communities that are more environmentally sound, economically prosperous, and socially equitable. They also focus on strategies to halt urban sprawl and to promote alternative modes of transportation. Students define and explore these concepts through case studies and examples drawn from local communities.

**DDPA 8821 - Tools for Sustainable Community Development**

Effective community leaders must be familiar with a wide range of tools, strategies, and skills to create sustainable communities. In this course, students examine these elements to learn how leaders build capacity for community change, assess community needs and resources, create community visions, promote stakeholder interest and participation, analyze community problems, and carry out practices and interventions to improve sustainability in communities. They also explore sustainability frameworks and
models, and they apply these and other concepts presented in the course to develop a proposal for sustainable community development, focusing on community assessment, stakeholder involvement, and development planning.

**DDPA 8822 - Current Issues in Regional and Local Public Policy**

(5 cr.)
Public decision makers must understand and address a variety of complex and interrelated issues, such as land use and transportation, energy and environment, housing and schools, and regional economic development. In this course, students learn how leaders attend to these issues in light of existing policies and contemporary social, economic, political, demographic, and technological trends. Students explore and discuss planning processes, tools, approaches, strategies, and policies used to create sustainable and livable communities through collaborative processes involving multiple stakeholders. Through the development of a policy-option written assignment, students assess critical issues and identify problem-solving strategies.

**DDPA 8832 - Terrorism: Legislation and Policy**

(5 cr.)
The events of September 11, 2001, resulted in a new and intense focus on the issue of terrorism in the United States and abroad. In this course students explore the history of terrorism; laws, regulations, and legislation related to terrorism; and the roles of the media, governmental agencies, and entities in the prevention of and response to terrorism. Students apply their knowledge to case studies and current trends related to terrorism.

◆ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**DDPA 8841 - Health Policy and Management**

(5 cr.)
In this course, students examine the factors that influence and improve health outcomes of individuals and populations, with attention to the goals of Healthy People 2010 and the main components and issues of organization, financing, and delivery of health services and public health systems in the United States. Topics include management theories and processes, systems thinking, strategic planning and partnerships, quality and performance improvement, leadership, and organizational behavior. The policy process is addressed, as well as the advocacy role of the public health professional in influencing local, state, and federal policy. The impact of global trends on public health practice, policy, and systems is also considered.

**DDPA 8850 - Introduction to the Nonprofit Sector**
Nonprofit organizations (NPOs) can serve to positively affect people’s lives through social change, but they require leaders who have a fundamental understanding of the nonprofit sector, including related ethical, legal, and global perspectives. Students in this course explore these viewpoints as well as the history, foundations, and types of NPOs. They also examine the diverse political, social, and economic contexts within which NPOs exist. Students explore and apply marketing, public relations, and communication concepts and strategies to case studies and contemporary situations. Gaining practical insight, students also apply theories presented in the course to the development of a concept paper guiding the development of a nonprofit organization.

**DDPA 8851 - Board Governance and Volunteer Management**

(5 cr.)
The success of nonprofit organizations (NPOs) is largely dependent on the effective management of program volunteers and board members—individuals who often serve as the lifeblood of NPOs. Students in this course explore the volunteer management process, including volunteer recruitment, orientation, training, supervision, and evaluation. They focus on methods that organizations use to create and maintain an effective board of directors to ensure that the board governs and guides the organization toward its mission. Students design a board development or volunteer management plan based on processes presented in the course and fundamental concepts acquired earlier in the program.

**DDPA 8852 - Resource Development**

(5 cr.)
All nonprofit organizations require financial resources. Obtaining philanthropic financial support is essential to program delivery and stability. Students in this course explore the concepts of philanthropy and development, identification of funding sources, donor/prospect cultivation and education, and solicitation and appreciation strategies. They focus on processes and strategies for creating an organizational philanthropic culture based on ethics and donor relationships. Using these strategies and other concepts presented in the course, students create a resource development plan for a nonprofit organization.

**DNRS 6052 - Essentials of Evidence Based Practice**

(5 cr.)
Nurses base practice on sound and tested evidence to ensure the safety, high quality, and cost-effectiveness of patient care. This course provides students the opportunity to gain a better understanding of evidence-based practice (EBP) and how it interacts and aligns with research and quality improvement. Students will examine how to use databases to discover evidence and how to apply their knowledge of research
methodologies to critically appraise literature. They will also examine opportunities to strengthen their synthesis and integration skills to determine whether a change in practice is needed, based on a body of evidence. Through exploration of implementation, evaluation, and dissemination strategies, students will explore the intricacies of leading and mentoring change within an organization to enhance nursing practice.

**DNRS 6211 - Finance and Economics in Healthcare Delivery**

*(5 cr.)*

Students in this course examine the fundamentals of finance and economics in healthcare delivery. They explore different ways to analyze financial data and interpret the results of those analyses. They explore budgeting and financial management tools in the context of the nurse leader's role in the management of operational and capital resources. They examine the influence of policies and budgetary assumptions on the provision of health services. Students also explore budget and resource decisions contributing to the achievement of organizational outcomes within the context of providing efficient and cost-effective quality care.

**DNRS 6501 - Advanced Pathophysiology♦**

*(5 cr.)*

Advanced practice nurses must be equipped with an in-depth understanding of pathophysiological disease processes across the lifespan. In this course, students focus on understanding the bio-physiological processes, the deviations from these processes, and an in-depth examination of the scientific concepts related to the biology of disease processes. Advanced practice nursing students build on their knowledge of normal organ systems functioning to help organ systems return to optimal homeostasis. Through knowledge of pathophysiological disease processes, students synthesize the information needed to develop appropriate treatment plans for patients across the lifespan. Students explore a variety of topics regarding organ system diseases.

♦Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**DNRS 6512 - Advanced Health Assessment and Diagnostic Reasoning♦**

*(5 cr.)*

The physical and emotional well-being of patients and families can be complex and multifaceted. Advanced practice nurses need to have the knowledge and ability to provide safe, competent, and comprehensive physical health assessments. Students in this course focus on concepts and skills to assess patients across the lifespan. They learn to use diagnostic reasoning, advanced communication, and physical assessment skills to identify changes in health patterns. Students also will explore preventative health through risk evaluation of healthy individuals as a central theme of clinical practice in
addition to the assessment of patients with acute and chronic health problems. The advanced skills of suturing, reading 12 Lead EKGs, and interpreting X-rays will be covered. Course assignments emphasize risk assessment, diagnostic reasoning, and evidence-based assessment across the lifespan.

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DNRS 6521 - Advanced Pharmacology

(5 cr.)
A solid foundation in the concepts and principles of drug therapy across the lifespan is essential to the work of advanced practice nurses. This course applies the advanced principles of pharmacology, including pharmacogenomics, pharmacokinetics, and pharmacodynamics, by analysis of common drug classes prescribed by advanced practice nurses across the life span. Factors influencing successful therapy, such as effectiveness, safety, acceptability, cost, genetic/environmental influences, complementary regimens, and patient behaviors are considered. Through this course, students prepare to examine complex decisions in the management and treatment of selected acute and chronic diseases across the life span through pharmacologic and non-pharmacologic agents. Advanced practice nursing students will have a more in-depth understanding of drug legislation and regulation for prescribing drugs.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

DNRS 6630 - Psychopharmacologic Approaches to Treatment of Psychopathology

(5 cr.)
At times, psychotherapy is not enough to alleviate the emotional difficulties that some patients face. To that end, psychopharmacologic approaches are needed. Psychiatric nurse practitioners (PNPs) must have a strong basis in psychopharmacology, extending from a prior education in pharmacology, to make appropriate medication choices for their patients. Learners in this course consider psychopharmacologic approaches to major behavioral health disorders including but not limited to major depressive disorders, bipolar disorder, anxiety disorders, as well as psychotic disorders. Learners explore key considerations associated with medication selection, monitoring efficacy, and long-term management.

Prerequisites
- NURS 6501N or NURS 6501C or NURS 6501A or NURS 6501F or NURS 6501S
- NURS 6521N or NURS 6521C or NURS 6521A or NURS 6521F or NURS 6521S
- NURS 6512N or NURS 6512C or NURS 6512A or NURS 6512F or NURS 6512S
• NURS 6521N or NURS 6521C or NURS 6521A or NURS 6521F or NURS 6521S
• NURS 6512N or NURS 6512C or NURS 6512A or NURS 6512F or NURS 6512S

**DNRS 6800 - Advanced Pediatric Development and Behavior**

(5 cr.)
This introductory course, designed for pediatric advanced practice nurses, introduces students to pediatric development and behavior. The course focuses on developmental and behavioral milestones, family systems, parenting styles, screening, surveillance, and assessment of infants, children, and adolescents. Management strategies, referral options as well as legal, ethical, and policy issues are discussed for children with normal development and behavior. The course also focuses on strategies for promoting wellness through anticipatory guidance of the child and family at each stage of development.

**Prerequisites**
• NURS 6501N or NURS 6501C or NURS 6501A or NURS 6501F or NURS 6501S
• NURS 6521N or NURS 6521C or NURS 6521A or NURS 6521F or NURS 6521S
• NURS 6512N or NURS 6512C or NURS 6512A or NURS 6512F or NURS 6512S
• NURS 6521N or NURS 6521C or NURS 6521A or NURS 6521F or NURS 6521S
• NURS 6512N or NURS 6512C or NURS 6512A or NURS 6512F or NURS 6512S

**DNUR 6050 - Policy and Advocacy for Improving Population Health**

(5 cr.)
In today's rapidly changing healthcare delivery system, decisions made within the political arena impact the future of health delivery systems, healthcare professionals, and the populations they serve. In this course, students examine the policy process and its impact on healthcare delivery, cost, quality, and access. Students examine the importance of getting healthcare issues on federal and state agenda, investigate governmental response through legislation and regulation, and identify where they can advocate for positive outcomes in program/policy design, implementation, and evaluation. Global health issues are examined for their relevance and impact on the development of the nurse advocate. Through discussions, reflection, case studies, and the application of professional communications techniques as political tactics to
influence policy outcomes, students demonstrate integration of policy decision-making into professional nurse practice for the benefit of individuals and populations.

**DNUR 6052 - Essentials of Evidence-Based Practice**

(5 cr.)
Nurses base practice on sound and tested evidence to ensure the safety, high quality, and cost-effectiveness of patient care. This course provides students the opportunity to gain a better understanding of evidence-based practice (EBP) and how it interacts and aligns with research and quality improvement. Students will examine how to use databases to discover evidence and how to apply their knowledge of research methodologies to critically appraise literature. They will also examine opportunities to strengthen their synthesis and integration skills to determine whether a change in practice is needed, based on a body of evidence. Through exploration of implementation, evaluation, and dissemination strategies, students will explore the intricacies of leading and mentoring change within an organization to enhance nursing practice.

**DNUR 6201 - Leadership in Nursing and Healthcare**

(5 cr.)
This course sets the foundational stage for the Nurse Executive specialty track. Students focus on theoretical and practical aspects of leadership in healthcare contexts, and they discuss professional standards of practice for nursing leadership. They explore components of the redesign or reformation of healthcare delivery and performance. Through this course, students synthesize the responsibilities of the nurse leader in the achievement of healthcare outcomes.

**DNUR 6211 - Finance and Economics in Healthcare Delivery**

(5 cr.)
Students in this course examine the fundamentals of finance and economics in healthcare delivery. They explore different ways to analyze financial data and interpret the results of those analyses. They explore budgeting and financial management tools in the context of the nurse leader’s role in the management of operational and capital resources. They examine the influence of policies and budgetary assumptions on the provision of health services. Students also explore budget and resource decisions contributing to the achievement of organizational outcomes within the context of providing efficient and cost-effective quality care.

**DNUR 6221 - Managing Human Resources**

(5 cr.)
Nursing leadership is grounded firmly in managing our most important resource—
human capital. In this course, students address nurse executives' role and responsibilities in human resource management. Students explore recruitment and selection of human resources while ensuring current legal, ethical, professional, and practice systems and procedures align with organizational strategies, outcomes, policies and standards. They consider how to apply technology to support human resource functions. Additionally, students examine strategies to support positive organizational and nursing service goals. They also have the opportunity to gain an understanding of the importance of diversity and inclusion, staff engagement, and empowerment, as well as creating collaborative and supportive partnerships within organizations.

DNUR 6223 - Healthcare Quality Assurance and Risk Management in Healthcare Organizations

(5 cr.)
This course will examine health care quality assurance and risk management and the methods that are utilized to achieve improvements in health care organizations. Topics will include: the link between patient safety and legal and regulatory compliance; the role of accreditation organization requirements in patient safety; evidenced-based outcomes and standards of care; the development and archiving of reports, data and device evidence in medical error situations; and managing patient safety compliance through credentialing of health care professionals.

DNUR 6224 - Quality Assurance and Regulatory Compliance

(5 cr.)
This course will cover compliance regulations resulting from federal and state laws governing health care in various settings. Students will learn the essential elements of an effective compliance program and how to implement them. Topics will include: setting up and maintaining a compliance program, the role of the health care compliance officer, investigating, reporting, enforcement and discipline, and ethics in compliance management.

DNUR 6226 - Introduction to Healthcare Policy

(5 cr.)
In this course, students will consider the evolution of the U.S. healthcare system and health policy. Topics covered include current challenges in the delivery of healthcare and the future of the healthcare system. Perspectives for analyzing health and healthcare will be introduced with a focus on advocacy, activism, workplace influences, and the impact of technologies on healthcare, variations in medical practice, and quality of healthcare delivery.

DNUR 6227 - Current Issues in Health Policy
This course serves as an introduction to major health policy issues and examines the role of government in the health care system. The course will focus on the role of policy analysis in the formation and implementation of national and local health policy and the policy implications of how government pays for care. The role of the legal system with respect to adverse medical outcomes, economic rights, and individual rights is discussed. Proposals for health policy reform at the national and local level will be examined including potential reforms of Medicare and Medicaid. An overview of health program analysis and evaluation will also be discussed.

DNUR 6231 - Healthcare Systems and Quality Outcomes

The development of leadership strategies and competencies that support the healthcare organizational delivery of quality care is imperative to quality outcomes within healthcare systems. In this course, students use a systems approach to explore structures, processes, and outcomes that impact healthcare quality and ultimately improve patient experience and outcomes. Students learn how interdisciplinary collaboration is important to the development of quality and safety. Engaging in conceptual and application-based assignments, students focus on clinical and service quality planning and improvement initiatives; models, tools, and innovations for process improvement; and the importance and use of metrics in daily operations.

DNUR 6241 - Strategic Planning in Healthcare Organizations

Nurse leaders in healthcare organizations must be aware of and integrate strategic organizational goals. Students in this course use an interdisciplinary case study approach to address unmet organizational and/or professional needs through strategic planning processes. Students apply organizational, behavioral, political, leadership, and management knowledge and theory to planning, implementing, and evaluating strategically planned change. Through these applications, students learn to use a variety of administrative strategies within the context of supportive and collaborative interdisciplinary relationships to achieve desired health care outcomes that effect positive social change in patient and professional communities.

DNUR 6321 - Curriculum Development, Assessment, and Evaluation

The educational environment in higher education and health care settings is influenced by social, economic, regulatory, and technological transformations. Students in this course learn the theoretical foundations that drive curriculum development, assessment, and evaluation. They also focus on curriculum components, which include societal, professional, and educational trends that affect nursing education curricula.
DNUR 6331 - Teaching Learning Strategies: Integrating Technology Into Nursing Education

(5 cr.)
In this course, students explore how to plan instruction on a nursing topic, creating and adapting meaningful lessons and assessment/evaluation strategies for multiple learning environments and learner characteristics. Considering the diverse learning needs and ethical considerations of different learner groups (e.g., nursing students, staff, and patients/caregivers), students examine how to effectively integrate technology tools and develop lessons encompassing those needs. Students also explore evaluation strategies and outcome measurements related to their chosen topic and how technology can assist. A final project involves adapting a face-to-face lesson for a digital learning environment. Throughout the course, students apply innovative teaching approaches for effective nursing education.

DNUR 6370 - Foundational Skills for Nurse Educators in Academic and Healthcare Environments

(5 cr.)
In this course, students develop basic skills that are used by Nursing Professional Development Practitioners and Academic Nurse Educators in practice and academic environments, respectively. Foundational theories of learning are covered as they are applied to the Nursing Professional Development Practitioner and Academic Nurse Educator roles. An overview of the educational design process is examined. Standards and competencies for Nursing Professional Development Practitioners, Academic Nurse Educators, and Academic Clinical Nurse Educators are explored as well as concepts of organizational alignment and leadership.

DNUR 6710 - Public Health Nursing Theory and Practice

(5 cr.)
Public health nursing is shaped by social, behavioral, cultural, and demographic factors that impact health care at multiple levels. In this course, students will develop an understanding of the history of public health and public health nursing, public health law and ethics, system infrastructure, and issues related to health equity and health disparities. Students will analyze theories and research that will assist them to understand the social determinants of health and develop models to assess and deliver health care to populations to promote a culture of health.

DNUR 6730 - Public Health Nursing Leadership

(5 cr.: 3 cr. didactic, 2 cr. practicum)
The development of leadership strategies that supports the public health care system delivery of population health is imperative to quality outcomes. This course addresses
the application of principles of leadership and management in a public health setting. And the skills needed for nurses to provide effective leadership across agency partnerships at the community, state, national, and international levels. A special focus will be placed on developing collaborative partnerships, systems thinking, evidence-based decision-making, organizational problem-solving, public health finance, professional accreditation, emergency preparedness, and global health competencies. Students will complete a practicum with a public health-related agency focused on program evaluation and the use of management and leadership skills.

Prerequisites
- PUBH 6475

**DPSY 5111 - Themes and Theories of Developmental Psychology**

(5 cr.)
Students in this course are introduced to concepts, theories, and research methods relevant to understanding developmental psychology. Developmental theories will be reviewed, including psychoanalytic, behaviorist, cognitive, social, and ecological theory. Students will critically examine the strengths and limitations of each theory and the research that contributed to each theory. Contemporary applications of developmental theories will be explored, with an emphasis on applications designed to effect positive social change.

**DPSY 5121 - Development in the Digital Age**

(5 cr.)
Students in this course examine the impact of social media and other digital technology on children, teens, and adults and at different stages of cognitive, social, and emotional development. They also examine how identity development, relationships, and socialization can be affected by the use of digital and social media. Students receive a historic review of electronic media research, including the effect of violent television on viewer behavior, which provides a foundation to examine the current impact of digital media. Current issues such as sexting, online harassment, cyberbullying, and cyberstalking are explored, along with strategies for mitigating these issues. Similarly, positive impacts of social media, such as building social groups, finding communities, overriding generational gaps, seeking health and mental health support and resources, are also explored. Students also examine generational, socioeconomic, and cultural differences in access to and use of digital media. Digital media literacy and public policy are explored, with an emphasis on positive social change.

**DPSY 5218 - Gender and Human Development**

(5 cr.)
In this course, students examine biopsychosocial theories of sex differences and
conceptions of gender. Topics include history and theoretical perspectives on gender, differentiation of sex versus gender, gender similarities and differences, gender identity, and transgender psychology. Students will also learn about stereotypes, socialization and culture-appropriate social roles, and influence of socialization agents, such as family, schools, peers, and media on gender role development. Important developmental issues will be addressed as they relate to gender, such as body image, sexuality, emotion, communication, and cognition. Students also examine ethical considerations with regard to policy making and training on gender sensitivity.

**DPSY 6002 - Foundations for Graduate Study in Psychology**

(3 cr.)
Students in this course are introduced to Walden University and to the requirements for successful participation in an online curriculum. Students work toward building a foundation for academic and professional success as scholar-practitioners and social change agents. They assess the relationship of mission and vision to professional goals, and they develop a program of study, a professional development plan, and strategies for online success. Students also explore resources used throughout the program, such as the online Walden University Library. They engage in course assignments focused on the practical application of professional writing, critical-thinking skills, and the promotion of professional and academic excellence.

**DPSY 6111 - Themes and Theories of Developmental Psychology**

(5 cr.)
Students in this course are introduced to concepts, theories, and research methods relevant to understanding developmental psychology. Developmental theories will be reviewed, including psychoanalytic, behaviorist, cognitive, social, and ecological theory. Students will critically examine the strengths and limitations of each theory and the research that contributed to each theory. Contemporary applications of developmental theories will be explored, with an emphasis on applications designed to effect positive social change.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**DPSY 6114 - Language and Cognitive Development**

(5 cr.)
Students in this course are introduced to theories and research related to the development of cognition and language acquisition. Both normative and individual differences will be explored. In the course, students will examine basic concepts in cognitive development in addition to problem solving, decision making, and creativity. Piagetian cognitive theory will be examined, as well as sociocultural and neurobiological perspectives. Contemporary research and theory will be reviewed, including information
processing and theory of mind. Students will also learn about psycholinguistics, including the structure of language, stages of language acquisition, and multilingualism. Theories of language acquisition will be explored, including behaviorist and conditioning perspectives, Chomsky’s perspective, neural networks, and linguistic relativity. Through the course, students will examine atypical development, such as cognitive delay, language disorders, and autism.

DPSY 6121 - Development in the Digital Age♦

(5 cr.)
Students in this course examine the impact of social media and other digital technology on children, teens, and adults and at different stages of cognitive, social, and emotional development. They also examine how identity development, relationships, and socialization can be affected by the use of digital and social media. Students receive a historic review of electronic media research, including the effect of violent television on viewer behavior, which provides a foundation to examine the current impact of digital media. Current issues such as sexting, online harassment, cyberbullying, and cyberstalking are explored, along with strategies for mitigating these issues. Similarly, positive impacts of social media, such as building social groups, finding communities, overriding generational gaps, seeking health and mental health support and resources, are also explored. Students also examine generational, socioeconomic, and cultural differences in access to and use of digital media. Digital media literacy and public policy are explored, with an emphasis on positive social change.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

DPSY 6214 - Consulting for Organizational Change

(5 cr.)
Organizational and professional development (OPD) professionals promote and implement organizational change by using fundamental techniques of change management. Students in this course examine and apply these tools, including consulting competencies, approaches, and organizational change models to learn the skills of an OPD consultant. Students explore methods for accelerating individual, group, and organizational performance through consulting, coaching, and change management. They also explore related topics, such as organizational assessment; team development; strategic planning; group dynamics; power, politics, and influence; leadership; and conflict management. Students apply course concepts to the assessment of an organization and the development of strategies to address identified needs for change.

DPSY 6215 - Lifespan Development

(5 cr.)
Students in this course are provided with an advanced overview of human development
through the lifespan, including prenatal, childhood, adolescent, adult, and late-adult phases. Students examine and apply basic processes and theories to developmental milestones that occur within these phases of development. They explore factors of heredity and environmental elements on human development, and they consider ethical issues, research considerations, and global perspectives as they assess strategies to promote optimal development. Students also engage in coursework and discussions that highlight themes of diversity and social change.

**DPSY 6217 - Social and Emotional Development**

(5 cr.)
Through this course, students review contemporary theory, research, and methods relevant to understanding social and emotional development through the lifespan and the way in which culture and context shape developmental processes. The focus of this course is on both normal and abnormal development and the emphasis on individual differences, and social and cultural diversity. Topics include early interaction, emotion and its expression and regulation, temperament, attachment through the lifespan, social cognition, family and peer relationships, prosocial and antisocial influences on human development, social identity, development of gender differences, and intimacy. Students will also explore topics in social-emotional development that are particular to middle and late adulthood, including the impact of retirement, changes in health, and dying and bereavement.

**DPSY 6218 - Gender and Human Development**

(5 cr.)
In this course, students examine biopsychosocial theories of sex differences and conceptions of gender. Topics include history and theoretical perspectives on gender, differentiation of sex versus gender, gender similarities and differences, gender identity, and transgender psychology. Students will also learn about stereotypes, socialization and culture-appropriate social roles, and influence of socialization agents, such as family, schools, peers, and media on gender role development. Important developmental issues will be addressed as they relate to gender, such as body image, sexuality, emotion, communication, and cognition. Students also examine ethical considerations with regard to policy making and training on gender sensitivity.

**DPSY 6224 - Psychology of Work**

(5 cr.)
The meaning of work is vast and comprises a wide array of images, ideas, values, and definitions, depending on age, gender, culture, and other factors. In this course, students examine the critical role of work and vocation from multicultural and global perspectives as well as from a developmental perspective spanning childhood through late adulthood. Students explore and integrate into coursework major theories of
vocational psychology. They also examine the meaning of work for individuals, groups, families, and societies as well as the interrelationship of work with family and other lifestyle roles, economic factors, and conditions. Additionally, students examine issues impacting work performance, such as crisis, substance abuse, and mental health challenges.

**DPSY 6227 - Development in an Era of Global Crisis**

(5 cr.)
In this course, students will review how recent international issues such as terrorism, civil war, mass migration, and refugee crises influence development and lives of human beings throughout their lifespan. Students will examine how extreme life stressors such as exposure to disaster, war, terrorism, displacement, genocide, instability, loss of family, and death influence health (e.g., sanitation, diseases, reproductive issues) and mental health issues (such as trauma, anxiety, depression, adjustment difficulties, debilitating mental illnesses) and also impact the psychosocial well-being and development of infants, children, young adults, adults, and elders within their specific contextual and cultural background. Students will also examine psychosocial support and intervention programs developed for health and mental health promotion of the affected individuals and how they impact positive social change.

**DPSY 6228 - International Perspectives on Human Development**

(5 cr.)
The focus of this course is on exploring human development from an international perspective and examination of how biological, cognitive, social, and emotional development of children, adolescents, and adults are viewed in an international context. Students will examine human development and behavior in an ecological, psychosocial, and sociocultural framework, with special emphasis on gender and culture. Topics will include cognitive functioning, language acquisition, individual and social identity formation, social-emotional development (such as the parent-child relationship, attachment, social relationships), and gender role development within an international, cross-cultural context and encompass normal as well as abnormal behaviors as valued and accepted in different cultures.

**DPSY 6242 - Changing Health Behavior: Theory and Practice**

(5 cr.)
Students in this course will review past and current models of health behavior change, disease prevention, disease management, and relapse prevention. They will be provided information on health-related issues, including dietary needs, tobacco and drug use, safer sexual practices, and stress management. In addition, students will examine the analysis of behavior change within specific populations (young, elderly, cognitively impaired, etc.) and factors that predict or serve as obstacles to lifestyle change and adherence.
DPSY 6361 - Human Sexuality

(5 cr.)
Students are provided with a framework for understanding human sexuality in the context of couple, marriage, and family counseling in this course. Students explore empirically supported counseling approaches related to sexual functioning, intimacy, gender, and sexual orientation. They use a systemic framework for understanding the role and impact of sexuality on couples, marriages, and families. Students also explore and discuss specific topics related to issues of sexual diversity, gender identity, sexual offending, trauma, and victimization. Legal and ethical issues related to addressing sexuality in counseling are addressed.

DPSY 6393 - Capstone

(5 cr.)
Students are provided with the opportunity to synthesize knowledge and skills acquired throughout their program into a practical project designed to promote positive social change in a capstone project. During this course, students work on a capstone project in which they complete a major integrative paper on a topic related to their specialization, incorporating theoretical and practical knowledge as well as social scientific research skills acquired throughout the program. The instructor may approve other capstone projects presented by students.

DPSY 6400 - Diversity in Child/Adolescent Development and Learning

(5 cr.)
Diversity can have a profound influence on children's and adolescents' development and learning. Students in this course explore areas of diversity, such as gender, culture, language, disability, and sexual orientation and how they influence developmental and learning needs of this particular population. Applying core concepts and theories of development and learning, psychology students engage in practical approaches through which they reflect on their own perspectives and preconceptions and learn the complex ways diversity influences development and learning of the children and teenagers. Moreover, using the latest research and resources, students work toward gaining knowledge and skills for improving developmental and learning outcomes for children and adolescents.

DPSY 6401 - Principles/Conceptual Foundations of Behavior Analysis for Children and Adolescents

(5 cr.)
Applied behavior analysis is a set of skills used in the assessment and treatment of individuals with a variety of behavioral problems and developmental delays, including autism spectrum disorders. Students in this course explore the concepts and principles
of applied behavior analysis and gain an understanding and treatment of behavior problems of children and adolescents in applied settings. Students apply these concepts and principles in the development and implementation of data-based decision making using functional behavioral assessments and the creation of intervention procedures. Techniques in observation, use of reinforcement, and repeated measures are explored. These techniques are applied to develop intervention plans and to assess treatment effectiveness.

**DPSY 6480 - Organizational Behavior**

(5 cr.)
Students in this course examine the application of behavioral theories in organizational settings. The focus is on individual, group, and organizational behavior. Topics include individual differences in employee motivation and job satisfaction; group development; team building; organizational leadership; and organizational design, culture, and development. Students acquire a broad knowledge base in organizational psychology, its research, and its applications.

**DPSY 6573 - Child and Adolescent Health**

(5 cr.)
Students in this course explore diseases and disorders in children and adolescents. Topics include diabetes, anorexia, headaches, epilepsy, burn injuries, cystic fibrosis, asthma, addiction, and adolescent obesity. Health promotion for children and adolescents is discussed, including cardiovascular health, nutrition, and exercise. Also covered are insights into special issues such as post-traumatic stress disorder, daily stress, sexually transmitted diseases, sleep disorders, and ethical and legal issues in pediatric and adolescent health psychology.

**DPSY 6574 - Women's Health**

(5 cr.)
Students in this course examine healthcare issues in women and girls. Topics include healthy development, trauma, coping, self-esteem, resilience, self-care, well-being, sexual health, relationships, roles, family, schooling, careers, motherhood, transitions, violence, security, bereavement, and positive aging.

**DPSY 6701 - Culture and Psychology**

(5 cr.)
Students in this course explore the cultural components, research, and theory of cross-cultural psychology. In addition to the previously listed goals, students focus on the impact that culture has on the field of psychology around the world. The scope of this course is broad, with the core theme being cross-cultural psychology (focusing on
cultures representing different parts of the world) and comparing cultural influence on human psychology. Many of the topics addressed are related to human development. Additionally, interactions among culture and social behaviors, health, mental health, and mental illnesses are emphasized throughout the duration of this course.

**DPSY 6719 - Developmental Psychopathology**

(5 cr.)
In this course, students explore formal psychopathology, including emotional and behavioral disorders and classification systems of infants, children, and adolescents. Students examine contrasting models of psychopathology, classification and epidemiology of childhood psychopathology, co-morbidity rates, differential issues from the current diagnostic manual's outcome of childhood disorders, therapeutic approaches and their efficacy, and developmental resilience. They examine and discuss literature and topics related to assessment, diagnosis, and treatment; a wide range of disorders and disruptive behaviors; and abuse and neglect. Applying course concepts, students assess case studies of diagnostic issues for a contemporary and practical understanding of psychopathology.

**DPSY 6745 - Health Psychology**

(5 cr.)
Health psychologists work toward positive change in healthcare and health behavior through the study of relationships between patients and providers, how individuals and groups adapt to illness, damaging health behaviors, health cognitions, and many other related issues. In this course, students explore the field of health psychology with a focus on the biopsychosocial model. They discuss behavioral and biomedical theories as well as the effect of psychological (personality), behavioral (health behaviors and coping), and social factors (stress and physician-patient relationships) on physical health and wellness. Through the examination of current literature and peer discussions, students explore and address issues related to cardiovascular and immune health, including heart disease, stroke, cancer, and HIV/AIDS. They demonstrate their understanding of course material and consider how topics apply to their personal and professional life through the development of taskforce papers, a health brochure, and a final essay.

**DPSY 6755 - Leadership and Leader Development**

(5 cr.)
Effective leadership requires the ability to facilitate positive change, lead others in efforts to effect similar change, and work through challenges when met with resistance to change. Students in this course are provided with an extensive overview of leadership theories. Students explore definitions of leadership, major theoretical leadership models, and contextual and situational factors related to leadership and change. Students also examine various perspectives on leadership and the role of leadership in the
achievement of organizational, group, and team goals. Students engage in practical assignments and discussions, focusing on effective leadership issues and practices during the process of organizational change.

**DPSY 6815 - Contemporary Gerontology and Geriatric Psychology**

(5 cr.)
Statistical data indicate that people are living longer and the number of older persons is continually increasing. As the population ages, society must prepare to address their needs. Students in this course are provided with a multidisciplinary approach to the study of aging in contemporary societies. Students examine the biological, psychological, social, and societal contexts of aging. They also explore the historical and cross-cultural perspectives on aging, social theories of aging, managing chronic diseases, cognitive changes associated with aging, mental health issues, sexuality, and social interactions. Through a series of taskforce reports on various topics, such as sexually transmitted diseases, substance abuse, and elder abuse, students apply course concepts and critically examine current issues in gerontology.

**DPSY 8002 - Foundations for Graduate Study in Psychology**

(3 cr.)
Students in this course are introduced to Walden University and to the requirements for successful participation in an online curriculum. Students work toward building a foundation for academic and professional success as scholar-practitioners and social change agents. They assess the relationship of mission and vision to professional goals, and they develop a program of study, a professional development plan, and strategies for online success. Students also explore resources used throughout the program, such as the online Walden University Library. They engage in course assignments focused on the practical application of professional writing, critical-thinking skills, and the promotion of professional and academic excellence.

**DPSY 8111 - Themes and Theories of Developmental Psychology**

(5 cr.)
Students in this course are introduced to concepts and theories that form the basis of developmental psychology. Developmental theories will be reviewed, including psychoanalytic, behaviorist, cognitive, social, and ecological theory. Students will critically examine the strengths and limitations of each theory in the context of the psychologists and the research that contributed to each theory. Contemporary applications of developmental theories will be explored, with an emphasis on applications designed to produce positive social change.

* Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist (1-866-492-5336 (U.S.); 1-443-627-7222 (toll)) for more information.
**DPSY 8115 - Writing a Quality Prospectus in Psychology**

(5 cr.)
Students in this course focus specifically on the process of writing the dissertation prospectus. Students develop a problem statement to be used in the dissertation. The prospectus is a brief paper, typically between 6 and 12 pages in length, that helps students articulate, organize, and begin to align the key steps in the academic argument for their proposed research. Students create a prospectus draft to establish the background for the problem statement, the problem statement itself, an initial survey of the relevant literature, and a research, implementation, and evaluation plan for the solution of the problem that will culminate in the formulation of a draft dissertation prospectus.

**DPSY 8116 - Development in an Era of Global Crisis**

(5 cr.)
In this course, students will review how recent international issues such as terrorism, civil war, mass migration, and refugee crises influence development and lives of human beings throughout their lifespan. Students will examine how extreme life stressors such as exposure to disaster, war, terrorism, displacement, genocide, instability, loss of family, and death influence health (e.g., sanitation, diseases, reproductive issues) and mental health issues (such as trauma, anxiety, depression, adjustment difficulties, debilitating mental illnesses) and also impact the psychosocial well-being and development of infants, children, young adults, adults, and elders within their specific contextual and cultural background. Students will also examine psychosocial support and intervention programs developed for health and mental health promotion of the affected individuals and how they impact positive social change.

**DPSY 8121 - Development in the Digital Age**

(5 cr.)
Students in this course examine the impact of social media and other digital technology on children, teens, and adults and at different stages of cognitive, social, and emotional development. They also examine how identity development, relationships, and socialization can be affected by the use of digital and social media. Students receive a historic review of electronic media research, including the effect of violent television on viewer behavior, which provides a foundation to examine the current impact of digital media. Current issues such as sexting, online harassment, cyberbullying, and cyberstalking are explored, along with strategies for mitigating these issues. Similarly, positive impacts of social media, such as building social groups, finding communities, overriding generational gaps, seeking health and mental health support and resources, are also explored. Students also examine generational, socioeconomic, and cultural differences in access to and use of digital media. Digital media literacy and public policy are explored, with an emphasis on positive social change.
DPSY 8185 - Writing a Quality Prospectus in Psychology

(5 cr.)
Students in this course focus specifically on the process of writing the dissertation prospectus. Students develop a problem statement to be used in the dissertation. The prospectus is a brief paper, typically between 6 and 12 pages in length, that helps students articulate, organize, and begin to align the key steps in the academic argument for their proposed research. Students create a prospectus draft to establish the background for the problem statement, the problem statement itself, an initial survey of the relevant literature, and a research, implementation, and evaluation plan for the solution of the problem that will culminate in the formulation of a draft dissertation prospectus.

DPSY 8202 - Survey Research Methods

(5 cr.)
An in-depth study of a range of survey methods administered via in-person interview, self-report, phone interview, and Internet administration is introduced in this course. Topics will include survey design, administration, analysis, and addressing sources of bias. In this course, students will also review theoretical and empirical research on question and questionnaire effects. Students are prepared in the practice of writing questions and designing questionnaires, both in general and in light of existing research.
Prerequisites
- RSCH 8100
- RSCH 8200

DPSY 8214 - Consulting for Organizational Change

(5 cr.)
Organizational and professional development (OPD) professionals promote and implement organizational change by using fundamental techniques of change management. Students in this course examine and apply these tools, including consulting competencies, approaches, and organizational change models to learn the skills of an OPD consultant. Students explore methods for accelerating individual, group, and organizational performance through consulting, coaching, and change management. They also explore related topics, such as organizational assessment; team development; strategic planning; group dynamics; power, politics, and influence; leadership; and conflict management. Students apply course concepts to the assessment of an organization and the development of strategies to address identified needs for change.

DPSY 8215 - Lifespan Development

(5 cr.)
Students in this course are provided with an advanced overview of human development
through the lifespan, including prenatal, childhood, adolescent, adult, and late-adult phases. Students examine and apply basic processes and theories to developmental milestones that occur within these phases of development. They explore factors of heredity and environmental elements on human development, and they consider ethical issues, research considerations, and global perspectives as they assess strategies to promote optimal development. Students also engage in coursework and discussions that highlight themes of diversity and social change.

DPSY 8218 - Gender and Development

(5 cr.)
Students in this course examine biopsychosocial theories of sex differences and conceptions of gender. Topics include history and theoretical perspectives on gender, differentiation of sex versus gender, gender similarities and differences, gender identity, and transgender psychology. Students will also learn about stereotypes, socialization and culture-appropriate social roles, and influence of socialization agents, such as family, schools, peers, and media on gender role development. Through the course, students will address important developmental issues as they relate to gender, such as body image, sexuality, emotion, communication, and cognition, and also examine ethical considerations with regard to policy making and training on gender sensitivity.

DPSY 8227 - Language and Cognitive Development

(5 cr.)
Students in this course are introduced to theories and research related to the development of cognition and language acquisition. Both normative and individual differences will be explored. Students will examine basic concepts in cognitive development in addition to problem solving, decision making, and creativity. Piagetian cognitive theory will be examined, as well as sociocultural and neurobiological perspectives. Students will also learn about psycholinguistics, including the structure of language, stages of language acquisition, and multilingualism. Theories of language acquisition will be reviewed, including behaviorist and conditioning perspectives, Chomsky's perspective, neural networks, and linguistic relativity. Students will examine atypical development, such as cognitive delay, language disorders, and autism.

DPSY 8228 - Social and Emotional Development

(5 cr.)
Students in this course review contemporary theory, research, and methods relevant to understanding social and emotional development through the lifespan and the way in which culture and context shape developmental processes. The focus of the course is on both normal and abnormal development and the emphasis on individual differences, and social and cultural diversity. Topics include early interaction, emotion and its expression and regulation, temperament, attachment through the lifespan, social
cognition, family and peer relationships, prosocial and antisocial influences on human development, social identity, development of gender differences, and intimacy. Students will also explore topics in social-emotional development that are particular to middle and late adulthood, including the impact of retirement, changes in health, and dying and bereavement.

DPSY 8229 - International Perspectives on Human Development

(5 cr.)
The focus of this course is on exploring human development from an international perspective and examining how biological, cognitive, social, and emotional development of children, adolescents, and adults are viewed in an international context. Students will examine human development and behavior in an ecological, psychosocial, and sociocultural framework, with special emphasis on gender and culture. Topics will include cognitive functioning, language acquisition, individual and social identity formation, social-emotional development (such as the parent-child relationship, attachment, social relationships), and gender role development within an international, cross-cultural context and encompass normal as well as abnormal behaviors as valued and accepted in different cultures.

DPSY 8242 - Changing Health Behavior: Theory and Practice

(5 cr.)
Students in this course will review past and current models of health behavior change, disease prevention, disease management, and relapse prevention. Coverage of health-related issues includes dietary needs, tobacco and drug use, safer sexual practices, and stress management. In addition, students will examine the analysis of behavior change within specific populations (young, elderly, cognitively impaired, etc.) and factors that predict or serve as obstacles to lifestyle change and adherence.
Prerequisites
- PSYC 6745/8745

DPSY 8245 - Social Psychology

(5 cr.)
Factors of cognitions and social behavior are at the root of nearly all experiences pertaining to individuals in society. In this course, students use the lens of social psychology to examine perceptions, attitudes, relationships and attraction, motivation to help others, prejudice and aggression, conformity and obedience, group behavior, and the influence of culture. Students apply knowledge and skills gained in the course to a final project in which they develop a plan for using social psychology research to address a significant social problem. Moreover, students consider ways to extend lessons
learned to their personal and professional lives to effect positive social change as scholar-practitioners.

**DPSY 8307 - Multivariate Analysis**

(5 cr.)
Univariate analyses, such as the t test, ANOVA and ANCOVA, chi square, correlation, multiple linear regression, and multiple binary logistic regression, are limited to the analysis of a single dependent variable and yield a single statistical solution. Students in this course in multivariate analysis are introduced to procedures to simultaneously analyze multiple independent and multiple dependent variables that yield more than one statistical solution. Covered in this course are several of the most common multivariate and data mining procedures, including MANOVA, discriminant analyses, factor analysis, canonical correlation, and cluster analysis. Students examine appropriate conditions for the use of each procedure and demonstrate understanding in applied discussion assignments, application assignments using IBM SPSS, and journal quality report of results.

**Prerequisites**
- PSYC 6304 or PSYC 8305

**DPSY 8400 - Diversity in Child/Adolescent Development and Learning**

(5 cr.)
Diversity can have a profound influence on children's and adolescents' development and learning. Students in this course explore areas of diversity, such as gender, culture, language, disability, and sexual orientation and how they influence developmental and learning needs of this particular population. Applying core concepts and theories of development and learning, developmental psychology students engage in practical approaches through which they reflect on their own perspectives and preconceptions and learn the complex ways diversity influences development and learning of children and teenagers. Moreover, using the latest research and resources, students work toward gaining knowledge and skills for improving developmental and learning outcomes for children and adolescents.

**DPSY 8401 - Principles/Conceptual Foundations of Behavior Analysis for Children and Adolescents**

(5 cr.)
Applied behavior analysis is a set of skills used in the assessment and treatment of individuals with a variety of behavioral problems and developmental delays, including autism spectrum disorders. Students in this course explore the concepts and principles of applied behavior analysis and gain an understanding and treatment of behavior problems of children and adolescents in applied settings. Students apply these concepts
and principles in the development and implementation of data-based decision making using functional behavioral assessments and the creation of intervention procedures. Techniques in observation, use of reinforcement, and repeated measures are explored. These techniques are applied to develop intervention plans and to assess treatment effectiveness.

**DPSY 8412 - Research Foundations**

(5 cr.)
Students in this course examine and receive support for student readiness regarding the use of quantitative and qualitative research approaches. They study research fundamentals, including the distinction between social problems and research problems, the functions of research problems versus research purpose statements, and the role of theory and conceptual framework in informing research. Students examine quantitative and qualitative concepts central to research methods, design, and analysis. They also study how research design, methods, and analyses properly align for both quantitative and qualitative approaches. Students demonstrate their knowledge by creating two research outlines, using quantitative and qualitative approaches, which they develop throughout the course. They determine appropriate conditions for the use of mixed-methods approaches and differentiate between types of mixed-methods research designs. Students engage in pre- and post-assessments of skills and knowledge.

**DPSY 8480 - Psychology of Organizational Behavior**

(5 cr.)
In this course, students examine the application of behavioral theories in organizational settings. The focus is on individual, group, and organizational behavior. Topics include individual differences in employee motivation and job satisfaction; group development; team building; organizational leadership; and organizational design, culture, and development. Students acquire a broad knowledge base in organizational psychology, its research, and its applications.

**DPSY 8573 - Child and Adolescent Health**

(5 cr.)
Students in this course cover diseases and disorders in children and adolescents. Topics include diabetes, anorexia, headaches, epilepsy, burn injuries, cystic fibrosis, asthma, addiction, and adolescent obesity. Health promotion for children and adolescents is discussed, including cardiovascular health, nutrition, and exercise. Also covered are insights into special issues such as post-traumatic stress disorder, daily stress, sexually transmitted diseases, sleep disorders, and ethical and legal issues in pediatric and adolescent health psychology.

Prerequisites

- PSYC 8745
DPSY 8574 - Womens Health

(5 cr.)
Students in this course examine healthcare issues in women and girls. Topics include healthy development, trauma, coping, self-esteem, resilience, self-care, well-being, sexual health, relationships, roles, family, schooling, careers, motherhood, transitions, violence, security, bereavement, and positive aging.
Prerequisites
- PSYC 8745

DPSY 8700 - Literature Review

(2 cr.)
The purpose of this course is to help students prepare to write a well-structured, soundly presented, critical literature review. Students will cover topic selection, research analysis, writing, and editing. Upon completing the course, students produce an annotated bibliography and outline of a literature review using a minimum of 10 self-selected research articles. This course is appropriate for doctoral students who are preparing for their dissertation research.

DPSY 8701 - Culture and Psychology

(5 cr.)
Culture often has a profound influence on individual beliefs, personality development, and social behavior. Therefore, mental health professionals must have a fundamental understanding of the impact and psychological implications of culture. In this course, students focus on core themes of cross-cultural psychology—specifically, cultures representing different parts of the world and cultural influences on human psychology. Students explore the cultural components, research, and theory of cross-cultural psychology, and they assess the overall impact of culture on the field of psychology around the world. Additionally, they engage in readings and practical assignments to gain a better understanding of human development and the interactions between culture and social behaviors, health, mental health, and mental illnesses.

DPSY 8703 - Ethics and Standards of Psychology

(5 cr.)
Students in this course examine the origins of professional codes of ethics and standards of scientific psychology. Topics include ethical issues in academics (research, teaching, supervision), various work settings (assessment, consulting), and ethics involved in working with diverse populations. Additionally, students are introduced to forensic psychology and ethical issues related to the legal system. They also explore how cultural
factors are addressed in various ethical codes and the implications for scholar-practitioners.

**DPSY 8718 - Psychology of the Exceptional Individual**

(5 cr.)
Students in this course examine the cognitive, social-emotional, and psychomotor characteristics of individuals significantly deviating from the norm in behavior and/or adjustment. They learn ways to understand and work with individuals with learning disabilities (including emotional, behavioral, and intellectual disorders; autism; brain injury; hearing and vision loss; physical disabilities; and health disorders) and those who are gifted and talented. Students explore topical issues, including inclusion, transition to adulthood, and multicultural diversity. Through this course, students work toward gaining the knowledge and skills for developing research-based educational and therapeutic interventions.

**DPSY 8719 - Developmental Psychopathology**

(5 cr.)
In this course, students learn about formal psychopathology, including emotional and behavioral disorders and classification systems of infants, children, and adolescents. Students examine contrasting models of psychopathology, classification and epidemiology of childhood psychopathology, co-morbidity rates, differential issues from the current diagnostic manual's outcome of childhood disorders, therapeutic approaches and their efficacy, and developmental resilience. They examine and discuss literature and topics related to assessment, diagnosis, and treatment; a wide range of disorders and disruptive behaviors; and abuse and neglect. Applying course concepts, students assess case studies of diagnostic issues for a contemporary and practical understanding of psychopathology.

**DPSY 8745 - Health Psychology**

(5 cr.)
Health psychologists work toward positive change in healthcare and health behavior through the study of relationships between patients and providers, how individuals and groups adapt to illness, damaging health behaviors, health cognitions, and many other related issues. In this course, students explore the field of health psychology with a focus on the biopsychosocial model. They discuss behavioral and biomedical theories as well as the effect of psychological (personality), behavioral (health behaviors and coping), and social factors (stress and physician-patient relationships) on physical health and wellness. Through the examination of current literature and peer discussions, students explore and address issues related to cardiovascular and immune health, including heart disease, stroke, cancer, and HIV/AIDS. They demonstrate their understanding of course
material and consider how topics apply to their personal and professional life through the development of taskforce papers, a health brochure, and a final essay.

**DPSY 8755 - Leadership and Leader Development**

(5 cr.)
Effective leadership requires the ability to facilitate positive change, lead others in efforts to effect similar change, and work through challenges when met with resistance to change. Students in this course are provided with an extensive overview of leadership theories. They explore definitions of leadership, major theoretical leadership models, and contextual and situational factors related to leadership and change. Students also examine various perspectives on leadership and the role of leadership in the achievement of organizational, group, and team goals. They engage in practical assignments and discussions, focusing on effective leadership issues and practices during the process of organizational change.

**DPSY 8760 - Educational Psychology**

(5 cr.)
Students in this course examine the variables related to teaching and learning. Topics include teaching methods, educational achievement, learning environments, curriculum development, and characteristics of teachers and learners. Educational assessment, environmental issues, and educational research techniques are also explored.

**DPSY 8762 - Teaching of Psychology**

(5 cr.)
Students in this course examine theories, techniques, and issues related to teaching psychology at the college/university level, both online and in person. They focus primarily on teaching skills, developing rapport with students, managing the course, and managing the classroom. Classroom communication and ethical issues relevant to both faculty and students are also covered.

**DPSY 8763 - Principles of Instructional Design**

(5 cr.)
Students in this course are presented with an overview and critical analysis of various instructional methods and techniques, including their historical, psychological, and social foundations. Students analyze specific instructional applications in various settings and through multiple theories of learning, such as behavioral, cognitive, humanistic, and social-situational. They apply prior knowledge of learning, development, and cognition to understand these applications. Students also consider and discuss the major challenges affecting curriculum design as well as potential future trends. Demonstrating
understanding of course concepts, students critically analyze and present current issues in instructional design through collaborative projects.

DPSY 8764 - Instructional Design for Online Course Development

(5 cr.)
In this course, students explore instructional design and delivery of online courses, issues related to assessment, evaluation in a distance-learning environment, and appropriate and systematic use of technology in online learning venues. Addressing course objectives and discussion questions, students explore and assess issues related to learning styles and instructional strategies in the online environment as well as alternatives to the online lecture. Students gain hands-on experience developing components for online instruction using course concepts and best practices in the field. 
Prerequisites
• PSYC 8763

DPSY 8815 - Contemporary Gerontology/Geriatric Psychology

(5 cr.)
Statistical data indicate that people are living longer, and the number of older persons is continually increasing. As the population ages, society must prepare to address their needs. Students in this course are provided with a multidisciplinary approach to the study of aging in contemporary societies. Students examine the biological, psychological, social, and societal contexts of aging. They also explore the historical and cross-cultural perspectives on aging, social theories of aging, managing chronic diseases, cognitive changes associated with aging, mental health issues, sexuality, and social interactions. Through a series of taskforce reports on various topics, such as sexually transmitted diseases, substance abuse, and elder abuse, students apply course concepts and critically examine current issues in gerontology.

DPSY 8816 - Development in an Era of Global Crisis

(5 cr.)
Students in this course review how recent international issues such as terrorism, civil war, mass migration, and refugee crises influence development and lives of human beings throughout the lifespan. Students examine how extreme life stressors such as exposure to disaster, war, terrorism, displacement, genocide, instability, loss of family, and death influence health (e.g., sanitation, diseases, and reproductive issues) and mental health issues (such as trauma, anxiety, depression, adjustment difficulties, and debilitating mental illnesses). The impact on the psychosocial well-being and development of infants, children, young adults, adults, and elders within their specific contextual and cultural background is also explored. Students examine psychosocial support and intervention
programs developed for health and mental health promotion of the affected individuals and how they impact positive social change.

DPSY 8860 - Independent Research

(1–5 cr.)
Students in this course are provided with an opportunity to examine a topic area of interest in greater depth than that which is provided in the course offerings. Students work with the course instructor to design a syllabus that guides the independent readings project. Content must include theoretical and empirical research literature that addresses implications related to diversity and professional practice. Students may only select this course once during their program of study and cannot use this course to replace one that currently exists in the catalog.

Prerequisites
- Approved by program director

DPSY 9000 - Dissertation

(5 cr. per term for a minimum of 4 quarters until completion)
Doctoral students are provided with the opportunity to integrate their program of study into a research study through which they explore a specific area of interest in this course. Students complete the dissertation with the guidance of a chair and committee members through a learning platform classroom in which weekly participation is required. Students work with their dissertation chair to write the prospectus, complete an approved proposal (the first three chapters of the dissertation), complete an application for Institutional Review Board approval, collect and analyze data, and complete the dissertation. During the final quarter, students prepare the dissertation for final review by the university and conclude with an oral defense of their dissertation. Once students register for DPSY 9000, they are registered each term until successful completion of the dissertation for a minimum of four terms.

Students take this course for a minimum of four quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval.

To complete a dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

Prerequisites
- Foundation courses
- Core courses
- Designation of an approved dissertation committee chairperson
• Students engaging in a qualitative or mixed-methods dissertation study must also complete PSYC 8310.
• Students completing a mixed-methods dissertation study are strongly encouraged to also complete PSYC 8320.

DRNP 6531 - Primary Care of Adults Across the Lifespan

(3 cr.)
In this course, students learn how nurse practitioners master the art and science of clinical decision making among adult populations across the lifespan. Students focus on the diagnosis and management of primary healthcare needs and problems of the adult across the lifespan. They engage in a variety of course assignments that focus on physical and behavioral disease processes central to diagnosing conditions as well as planning, implementing, and evaluating therapeutic treatment programs for acute illnesses commonly encountered in a primary healthcare setting.
Prerequisites
• DNRS 6501
• DNRS 6512
• DNRS 6521

DRNP 6540 - Advanced Practice Care of Older Adults

(3 cr.)
In this course, students focus on the complex healthcare and management needs of older adults by advanced nurse practitioners in acute and primary care settings. Students learn to plan, implement, and evaluate therapeutic regimens of older adults through the application of knowledge in multiple settings. Additionally, students examine content related to end-of-life care and caregiver issues to gain the knowledge and sensibilities needed to implement positive change for the quality of life available to this vulnerable population.
Prerequisites
• DNRS 6501
• DNRS 6512
• DNRS 6521

DRNP 6541 - Primary Care of Adolescents and Children

(3 cr.)
How can a nurse practitioner master the art and science of clinical decision making among pediatric populations? This course provides students with the opportunity to answer this question as they examine content related to the primary healthcare of
pediatric patients, from newborn through adolescence (up to age 21), while focusing on growth and development, health promotion, and common primary care health problems. Students learn how to identify, diagnose, and manage these problems. They also gain confidence in clinical experience in a primary healthcare setting that provides opportunities to assess, diagnose, plan, implement, and evaluate therapeutic regimens for acute and chronic illnesses commonly found in children and adolescents.

Prerequisites
- DNRS 6501
- DNRS 6512
- DNRS 6521
- DRNP 6531

DRNP 6550 - Advanced Practice Care of Adults in Acute Care Settings II

(3 cr.)
This course is the second of four clinical courses in the Adult-Gerontology Acute Care curriculum. Students will plan, implement, and evaluate care for acutely/critically ill patients or patients experiencing an exacerbation of a chronic health problem. The clinical focus is on the role of the acute care nurse practitioner working with an interdisciplinary team across settings to facilitate the patient’s return to optimal health. Students will apply appropriate diagnostic procedures and relevant laboratory tests in developing appropriate treatment plans to address patient health needs in the acute care setting.

Prerequisites
- DNRS 6501
- DNRS 6512
- DNRS 6521
- DRNP 6540
- DRNP 6566

DRNP 6552 - Advanced Nurse Practice in Reproductive Health Care

(3 cr.)
How can a nurse practitioner decide what is important to focus on in a 15–30 minute appointment with individuals seeking primary, prenatal, or postpartum care? Students in this course gain opportunities to teach and promote wellness in individuals through the process of screening for common gynecologic conditions, normal pregnancy, and other common health conditions that impact the individual’s health. Students learn to analyze data to interpret results for the benefit of the individual seeking assistance with planning healthy lifestyle behaviors. They also gain an understanding of working with individual’s sexual identity and sexual orientation with respect to, ethical decision making, and an unbiased approach to optimal care. Students will consider how this course will benefit
their clinical experience in a primary healthcare setting to increase competence in diagnosis, treatment, referrals, or follow-up care with a concentration on improving patient outcomes.

Prerequisites
- DNRS 6501
- DNRS 6512
- DNRS 6521
- DRNP 6531
- DRNP 6540 or DRNP 6541

DRNP 6553 - Advanced Nursing Practice Care in Women's Health

(1 cr.)
This course provides students with foundational knowledge in the assessment and management of pregnant women. Common physiologic changes in pregnancy, complications, and postpartum care are discussed. Students analyze available data and plan appropriate interventions leading to positive outcomes for pregnant women and infants. Students develop competence in diagnosis, treatment, referral, and follow-up care.

Prerequisites
- NURS 6501
- NURS 6521
- NURS 6512

DRNP 6560 - Advanced Care of Adults in Acute Settings III

(3 cr.)
Students in this course will advance their clinical competence in the care of patients in acute care settings. Students will build confidence as they begin the transition from student to advanced practice nurse. Classroom activities and case studies will enable students to explore resources and support systems available to acutely ill adolescents, adults, and older adults. The application of knowledge in the management of patients and the collaboration between the advanced practice nurse and the patient, family, and multidisciplinary healthcare team are emphasized.

Prerequisites
- DNRS 6501
- DNRS 6512
- DNRS 6521
- DRNP 6540
- DRNP 6566
- DRNP 6550
DRNP 6565 - Synthesis in Advanced Nursing Practice Care of Patients in Primary Care Settings

(3 cr.)
Students in this synthesis course focus on clinical competence in the care of adults in primary care settings by building on knowledge and skills gained in previous courses. Students build confidence as they continue to transition from the role of registered nurse to that of advanced practice nurse. Classroom activities and case studies enable students to explore the salient nurse practitioner practice issues involved in the delivery of safe, competent, high-quality, and cost-effective care of patients in a dynamic healthcare system. The application of knowledge in the management of clients and collaboration among the advanced practice nurse and the client, family, and interprofessional healthcare team are emphasized. This course is designed for nurse practitioner (NP) students to synthesize their knowledge and clinical skills to provide care to patients with complex health conditions.
Prerequisites
- DNRS 6501
- DNRS 6512
- DNRS 6521
- DRNP 6531
- DRNP 6541
- DRNP 6551

DRNP 6566 - Advanced Practice Care of Adults in Acute Settings I

(3 cr.)
This course is the first of four clinical courses in the Adult-Gerontology Acute Care curriculum. Students will explore and integrate concepts of pathophysiology, pharmacology, assessment, and collaborative management of adolescents, adults, and older adults who are acutely/critically ill or experiencing an exacerbation of a chronic health problem. The clinical focus is on the role of the acute care nurse practitioner working with an interdisciplinary team across settings to facilitate the patient's return to optimal health. Topics include cardiac, pulmonary, and renal issues as well as common diagnostic test and procedures.
Prerequisites
- DNRS 6501
- DNRS 6512
- DNRS 6521
DRNP 6568 - Synthesis in Advanced Nursing Practice of Patients in Family Care Settings

(3 cr.)
Students in this synthesis course focus on clinical competence in family settings by building on knowledge and skills gained in previous courses. Students build confidence as they continue to transition from the role of registered nurse to that of advanced practice nurse. Classroom activities and case studies enable students to explore the salient nurse practitioner practice issues involved in the delivery of safe, competent, high-quality, and cost-effective care of patients in a dynamic healthcare system. The application of knowledge in the management of clients and collaboration among the advanced practice nurse and the client, family, and interprofessional healthcare team are emphasized. This course is designed for nurse practitioner (NP) students to synthesize their knowledge and clinical skills to provide care to patients with complex health conditions.

DRNP 6635 - Psychopathology and Diagnostic Reasoning

(3 cr.)
Psychiatric-mental health nurse practitioners (PMHNPs) need to have the knowledge and skills to provide comprehensive mental health evaluations in a safe and competent manner. In this course, students can learn how to use knowledge of psychopathology and diagnostic reasoning for health promotion and psychiatric assessment, and to develop differential diagnosis for patients with psychiatric and substance use disorders across the life span.

DRNP 6645 - Psychotherapy With Multiple Modalities

(3 cr.)
Psychotherapy involves giving more than good advice. For the psychiatric mental health nurse practitioner (PMHNP) to be effective, deliberate approaches to therapy must be consistent with evidence-based practices. Learners in this course examine a variety of therapeutic techniques that can be used during psychotherapy sessions with individuals, families, and groups across the lifespan. Emphasis is placed on evidence-based applications of various therapeutic approaches for a wide range of psychiatric issues.

DRNP 6665 - Psychiatric Mental Health Nurse Practitioner Care Across the Lifespan I

(3 cr.)
Working from a lifespan approach, this course brings together diagnosis and treatment planning in psychiatry. Topics include psychiatric assessment, application of diagnostic criteria, diagnostic formulation, differential diagnosis, psychopharmacology, and appropriate labs and diagnostics. The learner will select a combination of
psychotherapeutic modalities coupled with psychopharmacologic approaches to treat common psychiatric mental health conditions across the lifespan. Legal and ethical considerations for working with clients across the lifespan will be addressed. Students build confidence as they continue to transition from the role of registered nurse to that of advanced practice nurse.

Prerequisites
- DNRS 6501
- DNRS 6512
- DNRS 6521
- DRNS 6630
- DRNP 6635
- DRNP 6645

DRNP 6675 - Psychiatric Mental Health Nurse Practitioner Care Across the Lifespan II

(3 cr.)
Continuing from the lifespan approach, students in this final course for the psychiatric-mental health nurse practitioner (PMHNP) focus on clinical competence in mental health settings by building on content and skills from previous courses. Selection of assessment approaches for patients across the lifespan, as well as differential diagnosis, application of diagnostic criteria, appropriate diagnostic testing, and diagnostic case formulation will be undertaken. The learner will use both psychotherapeutic approaches coupled with psychopharmacologic approaches to treat common psychiatric mental health conditions. Classroom activities and case studies enable students to explore the salient nurse practitioner practice issues involved in the delivery of safe, competent, high-quality, and cost-effective care of patients in a dynamic healthcare system. The application of knowledge in the management of clients and collaboration among the advanced practice nurse and the patient, family, and interprofessional healthcare team are emphasized. This course is designed for nurse practitioner (NP) students to synthesize their knowledge and clinical skills to provide care to patients with complex health conditions.

Prerequisites
- DNRS 6501
- DNRS 6512
- DNRS 6521
- DNRS 6630
- DRNP 6645
- DRNP 6665

DRNP 6810 - Primary Care Approaches for Children
(3 cr.)
This course is designed to provide the advanced practice nursing student with specialized knowledge needed for the well population of newborns to young adults. Course content also emphasizes common illnesses seen in the primary care office setting, health promotion, and evidence-based practice in the primary care setting.

**DRNP 6820 - Management of Complex Pediatric Conditions**

(3 cr.)
This course is designed to provide the pediatric advanced practice nursing student with specialized knowledge needed for the management of complex acute and chronic illnesses in children from birth to young adulthood. There is emphasis on evidence-based approaches to diagnose and treat complex and chronic illnesses in pediatric patients within the family and community systems. Students also integrate knowledge, theory, and clinical practice research from a variety of disciplines into age-appropriate assessment and treatment of children using culturally appropriate strategies for patient and family education.

**Prerequisites**
- DNRS 6501
- DNRS 6512
- DNRS 6521
- DRNP 6800
- DRNP 6810

**DRNP 6830 - Management of Specialized Populations**

(3 cr.)
This course is designed to provide the pediatric advanced practice nursing student with specialized knowledge needed when caring for specialized pediatric populations from birth to young adulthood. There is emphasis on what makes various subpopulations special and how best to provide evidence-based healthcare and disease management for special populations. This includes behavioral health issues, bullying, adolescent health, sexuality, contraception, eating disorders, LGBTQ+ youth, child abuse, mental health, and foster children.

**Prerequisites**
- DRNP 6800
- DRNP 6810
- DRNP 6820

**DRNP 6840 - Synthesis of Pediatric Primary Care**
This course is designed to prepare advanced practice nursing students with a combination of knowledge and skills that will help prepare them for the pediatric nurse practitioner primary care role. It also assists students to implement the pediatric nurse practitioner role in a collaborative model of practice.

**Prerequisites**
- DRNP 6800
- DRNP 6810
- DRNP 6820
- DRNP 6830

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**DRWA 8000G - Doctoral Writing Assessment**

This course is part of Walden’s commitment to help prepare students to meet the university's expectations for writing in courses at the doctoral level. In this course, students write a short academic essay that will be scored by a team of writing assessors. Based on the essay score, students will be guided toward any further recommended or required writing support needed to meet writing proficiency standards. This required course is free. Students will be enrolled automatically in it after they complete their first term of their doctoral program.

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**DRWA 8001G - Doctoral Writing Assessment**

This course is part of Walden’s commitment to help prepare students to meet the university's expectations for writing in courses at the doctoral level. In this course, students write a short academic essay that will be scored by a team of writing assessors. Based on the essay score, students will be guided toward any further recommended or required writing support needed to meet writing proficiency standards. This required course is free. Students will be enrolled automatically in it after they complete their first term of their doctoral program.

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**DRWA 8880G - Doctoral Writing Assessment**

This course is part of Walden's commitment to help prepare students to meet the university's expectations for writing in courses at the doctoral level. In this course, students write a short academic essay that will be scored by a team of writing assessors. Based on the essay score, students will complete or be exempted from additional required writing support needed to meet writing proficiency standards. This required assessment course is free. Students will be enrolled automatically in it at the beginning of their doctoral program.
DRWA 8881G - Doctoral Writing Assessment

(o sem. cr.)
This course is part of Walden's commitment to help prepare students to meet the university's expectations for writing in courses at the doctoral level. In this course, students write a short academic essay that will be scored by a team of writing assessors. Based on the essay score, students will complete or be exempted from additional required writing support needed to meet writing proficiency standards. This required assessment course is free. Students will be enrolled automatically in it at the beginning of their doctoral program.

DRWI 8500 - Dissertation/Capstone Intensive

(o cr.)
The Dissertation Intensive has been designed to help students make progress in writing their dissertation proposals. This supportive experience provides an opportunity for students to work directly with faculty members who have extensive experience with qualitative, quantitative, and mixed methods research design. At least one of the members of the team is an experienced faculty member from the Walden University Writing Center who can help students strengthen skills required to write the dissertation. In addition, the Dissertation Intensive also provides an opportunity for students to network with other students who are at the same stage of the writing process and the potential to develop writing support groups.

DRWI 8504 - Consulting Skills Intensive

(o cr.)
The Consulting Skills Intensive (CSI) is a hands-on learning experience featuring role play, teamwork, observed integration, and real time feedback and coaching. The skills intensive provides intense and in-person immersion into the scenarios and case studies that directly relate to the day-to-day challenges and opportunities participants may encounter in their current and future workplaces. The retreat is a participant-centered environment in which there is ongoing collaboration and interaction through discussion, practice, feedback, reflection, integration, teamwork, and coaching.

DRWI 8507 - PsyD BHL Doc Project Virtual

(o cr.)
This virtual residency experience provides students in the Behavioral Health Leadership program with knowledge and practice skills necessary to successfully complete their capstone courses, resulting in their Doctoral Study. Students will review the Doctoral Study capstone requirements, the Baldridge Excellence Framework, role of research/researcher, and the elements of the Prospectus. At the end of the residency, an outline of the Prospectus should be submitted to gain credit for the residency. Also,
students are expected to submit a summary of their residency journal that documents their virtual residency experience. Participation in all sessions and submission of daily assignments is required in order to obtain credit. Each day will include a seminar where the chairperson covers selected topic(s). Students will create an outline of the prospectus and also set up times to work individually with the chairperson in scheduled mentoring sessions.

**DRWI 8508 - Coaching Skills Virtual Intensive**

**(0 cr.)**

In this intensive experience, students immerse themselves in the coaching context to practice and reinforce coaching skills acquired during IPSY 6753/8753 - Leadership Coaching: Theories, Concepts, and Processes. Students participate in live virtual coaching sessions through various roles: coach, client, and observer. Each synchronous coaching practice session emphasizes Board Certified Coach competencies and ethical guidelines as well as coaching best practices. Small groups work closely with faculty members for 4 days on a final project that requires synthesis of and reflection on skills learned during the intensive.

**Prerequisites**

- **MS in Industrial and Organizational (I/O) Psychology**
  - IPSY 6753
  - IPSY 6755

- **PhD in Industrial and Organizational (I/O) Psychology**
  - IPSY 8753
  - IPSY 8755

**DRWI 8508V - Coaching Skills Virtual Intensive**

**(0 cr.)**

In this intensive experience, students immerse themselves in the coaching context to practice and reinforce coaching skills acquired during IPSY 6753/8753 - Leadership Coaching: Theories, Concepts, and Processes. Students participate in live virtual coaching sessions through various roles: coach, client, and observer. Each synchronous coaching practice session emphasizes Board Certified Coach competencies and ethical guidelines as well as coaching best practices. Small groups work closely with faculty members for 4 days on a final project that requires synthesis of and reflection on skills learned during the intensive.

**Prerequisites**

- IPSY 6753/8753
- IPSY 6755/8755

**DSCI 2010 - Data Science Essentials**
The importance of data science cuts across nearly all major industries and companies. In this course, students explore the scope and multidisciplinary nature of data science with a focus on solving problems using data from across disciplines. Students will see how tools like Watson Analytics can be used to discover patterns and meaning in data. They consider ethical considerations related to data science applications, develop a questioning mindset, and explore a data science framework that can be applied to any industry, business, or organization.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.);1-443-627-7222 (toll)] for more information.

DSCI 2020 - Storytelling With Data: Visualization and Communication

(5 cr.)
Once all the data is collected and analyzed, data analysts need to be able to communicate implications of the data in a way that all stakeholders can understand. In this course, students use data visualization tools and techniques to tell a compelling story with data. Students apply principles of effective communication and share insights and implications of an authentic data analysis project.
Prerequisites
- DSCI 2010
- PSYC 3002 or STAT 2001 or STAT 2002 or STAT 3001 or STAT 3401

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.);1-443-627-7222 (toll)] for more information.

DSCI 3030 - Data Mining and Analysis

(5 cr.)
Data scientists add value to any enterprise by sorting through mountains of data, identifying patterns, and communicating important insights to stakeholders. In this course, students examine how data scientists prepare, cluster, and analyze data to solve real-world problems and predict future trends. Through real-world applications and examples, students analyze common data domains and tasks and apply principles of data analytics to solve problems from a variety of organizations and industries.
Prerequisites
- DSCI 2020

DSCI 3040 - Advanced Data Science Tools and Techniques

(5 cr.)
In this course, students walk through various problem-solving scenarios in which data scientists demonstrate the use of various data science tools and techniques and explain
approaches to querying data using different tools. Through clear, easy-to-understand tutorials, students practice and apply data science tools and techniques and demonstrate the value of using data science tools to solve problems.

Prerequisites
- DSCI 3030

DSCI 6005 - The Global Technology Environment

(3 sem. cr.)
Students in this course are provided a critical "state-of-the-art" breadth-first review of the domain of information technology (IT). Designed to provide students with a wide-ranging introduction to topics such as software engineering, cybersecurity, and big data analytics, students completing the course have a comprehensive global view of the current IT landscape in the context of both commercial and noncommercial enterprises. The class blends both theory and practice to provide a solid foundation for future study. Students study the relationship between technological change, society and the law, and the powerful role that computers and computer professionals play in a technological society.

DSCI 6190 - Foundations of Intelligent Systems

(3 sem. cr.)
Students in this course are introduced to the concepts of artificial intelligence and emergent areas of intelligent systems. Students have the opportunity to gain a critical understanding of knowledge representation, reasoning, machine learning, and evolutionary techniques. Students are presented with real-world problems and have the opportunity to apply "intelligent" techniques to provide solutions to these problems.

DSCI 6210 - Cloud Computing

(3 sem. cr.)
Cloud computing has attained great commercial significance in recent years. As companies seek to drive down the capital (and recurrent) costs of doing business, using cloud computing to reduce expenditure by outsourcing aspects of the organizations' IT infrastructure to external, web-accessible systems has become a critical goal. In this course, students study the key concepts, theories, techniques, and practices that underpin cloud computing, including the main abstraction, component and deployment models that characterize cloud computing. Students have the opportunity to critically appreciate issues and problems, as well as cutting-edge solutions, pertaining to cloud computing.

DSCI 6240 - Advanced Database Systems
In order to create a competitive advantage, organizations store and analyze information in a variety of formats. This course covers key areas of database systems, such as requirements, design, implementation, security, performance, and scalability. Through a hands-on approach and practical projects, students have an opportunity to design and build database systems using the latest database technologies.

**DSCI 6245 - Big Data**

(3 sem. cr.)
Students in this course are provided with a comprehensive understanding of big data tools and techniques, related issues, and the different kinds of big data ecosystems that can be used to support advanced data analytics. Students consider big data management frameworks in general, but with a focus on the Hadoop open source distributed data storage and processing platform and its underpinning subsystems. Additionally, the course content introduces students to the role of big data systems in data-driven decision-making.

**DSCI 6265 - Data Mining**

(3 sem. cr.)
In this course, students are provided with an in-depth understanding of the concepts of data mining, including the end-to-end processes involved and the major data mining tools and techniques in common usage. During the course, students have the opportunity to apply such tools and techniques to a variety of example data sets in order to gain a critical insight into their operation and an understanding of when and where such tools and techniques can best be applied. Students also have the opportunity, using the 'R' programming language, to implement several different kinds of data mining algorithms to gain a comprehensive understanding of their operation.

**DSCI 6401 - Statistical Concepts for Big Data**

(3 sem. cr.)
Statistical analysis supports quality management, drives decision making, enables forecasting and prediction, and provides a means for understanding many aspects of our world. Data is everywhere in today’s integrated technological society, and statistical analysis provides the means to access and interpret data. Students in this course are introduced to statistics focused on working with complex data sets and analyzing big data. Students synthesize theory with practical applications to learn the fundamentals of statistical reasoning, descriptive statistics, visual data display, regression, hypothesis testing, research design, anomaly detection, and advanced analysis practices. They have the opportunity to practice using a statistical software package to solve statistical problems. Students use a publicly available big data set to formulate their own study and complete a statistical analysis.
DSCI 6655 - Data Warehousing and Business Intelligence

(3 sem. cr.)
Students learn key approaches to the integration of enterprise-wide information to support business strategy and decision making. They cover issues in data acquisition, storage, retrieval, and analysis in this course. Topics include data warehouses; data marts; dashboards, key performance indicators, and scorecards; online analytical processing; and data visualization.

DSCI 6665 - Predictive Analytics for Decision Making

(3 sem. cr.)
Students in this course are provided with insight into how predictive analytics can be used within organizations. In completing this course, students have the opportunity to gain a comprehensive understanding of how results from predictive analytics can be used by organizations to grow their customer base and run operations more efficiently. This course is oriented toward the practical applications of predictive analytics.

DSCI 6685 - Data Visualization

(3 sem. cr.)
Big data normally refers to petabytes (1000 terabytes) or exabytes (one billion gigabytes) of unstructured data. This amount of data requires new methods to analyze, visualize, and present these data in a way that yields insight and understanding. Students in this course are introduced to elementary graphics programming, focusing primarily on two-dimensional vector graphics and the programming platforms for graphics. This infrastructure will also include lessons on the human side of visualization, studying human perception and cognition to gain a better understanding of the target of the data visualization.

ECON 1001 - Macroeconomics♦

(5 cr.)
This is an introductory course in macroeconomics that covers basic economic principles and their application to the macro economy. Topics covered include the principles of economic decision making; definition and measurement of gross domestic product, national income, employment, inflation, and other variables commonly used by economists; factors affecting economic growth; description and application of models used to evaluate the effects of policies and changes in external variables on the economy; the roles of fiscal and monetary policies; the banking system; and the effects of globalization and international trade.
Prerequisites
- MATH 1001 or 1002 or 1030 or 1040

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a
ECON 1002 - Microeconomics♦

(5 cr.)
The principles of microeconomics explain how in a market economy the price system answers the following fundamental economic questions: What goods and services are produced and distributed as well as how and for whom? Students in this course examine the behaviors of households that supply factors of production—natural resources, labor, and capital—to firms and that purchase consumer goods and services from firms. They also investigate firms that maximize profit through their decisions about acquiring factors of production, controlling costs of production, choosing the optimal level of output, competing with other firms under different market structures, and making investment decisions about entering new markets.

Prerequisites
- MATH 1030 or MATH 1040

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ECON 2001 - International Economics♦

(5 cr.)
In this course, students examine analytical frameworks and empirical data to gain an understanding of the increasingly dynamic world economy. They engage in assignments that focus on economic analyses that are particularly important to business decision makers in a global economy and the economic conditions that impact firms’ decisions about capital allocation, pricing, and employment. Students also share perspectives and delve deeper into course content through discussions on a range of topics, including historical roots of international economics, neoclassical trade theory, tools that restrict or alter trade between countries, and U.S. trade policy history, among others.

Prerequisites
- ECON 1001
- ECON 1002

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDAD 7002 - Foundations: Administrator Leadership for Teaching and Learning

(6 sem. cr.)
The purpose of Foundations is to engage learners with the environment, expectations, and content of post-master's work in the Administrator Leadership for Teaching and
Learning program. Through participating in the course, learners will develop (a) facility with Walden University's online learning environment and understanding of the university's and the program's support systems and expectations and outcomes, and (b) knowledge about the field, synthesized with reflection on one's own experience.

**EDAD 7200 - Leadership for Today's Schools**

*(6 sem. cr.)*

Today's schools are dynamic places and demand leaders in all arenas, from the boardroom to the classroom. Leaders must understand how learning communities operate and thrive, and be prepared to deal with the demands of internal and external forces. The 21st-century leader who understands change theory will continually appraise the evolving needs of the learning community and apply a grounded knowledge base of theory and practical strategies supported by research. Leaders are empowered to explore current and future technology as they assess educational trends and issues. Learners will also analyze their own and others' paradigms and leadership styles, and determine best practices to promote positive social change.

**EDAD 7201 - Applied Research in Education**

*(6 sem. cr.)*

In this course, educators develop a broad understanding of theoretical frameworks and the appropriate use of qualitative and quantitative methods. Educators focus on methods designed specifically for studying human development and how individuals learn. They explore these methods through the examination of the philosophy of research and particular research strategies, review of literature in the field, and research and analysis of additional literature relating to individual interests. Additionally, educators reflect on and discuss ways in which research can lead to the promotion of social change on the job or in their community.

**EDAD 7202 - Leading to Promote Learning**

*(6 sem. cr.)*

Research has considerably expanded the knowledge of teaching and learning in recent years. These gains have resulted in a new paradigm for the design and assessment of learning experiences. In this course, educators advance their understanding of research methods as they examine literature about design and assessment. They also apply research-based principles, through technological means, to collect, analyze, and present data with the goal of solving a learning problem in their school or district.

**EDAD 7203 - Leading Professional Learning Communities**

*(6 sem. cr.)*

Through this course, educators explore how the role of leadership expands beyond the
classroom and school to the larger educational community. Educators work toward developing the knowledge, abilities, and dispositions required of an effective leadership role to participate in sustainable education reform. They explore a variety of topics, including creating professional partnerships, participating in collegial study teams, facilitating professional development of other educators, and adeptly using collegial and collaborative processes, such as coaching and mentoring educators and other leaders. An additional focus is the relationship between school and community stakeholders. Educators also investigate the legal, business, and/or political perspectives implications of these educational issues.

**EDAD 7900 - School Leadership Capstone: Trends, Issues, and Global Perspectives**

*(6 sem. cr.)*

Invariable advances in research and technology continue to change our current state of knowledge; therefore, it is necessary to function as lifelong learners. In this course, educators examine intriguing and potentially critical directions in adult learning, including brain research, new technologies, and the impact of globalization. Educators also have the opportunity to examine and reflect on the effects of these trends on their own areas of interest. The capstone concludes the program by providing a practical application of educators' learning. Working in a consultative role as a K–12 professional, educators engage in a real-world, problem-solving project within their work environment.

**EDAD 8040 - Foundations: Administrator Leadership for Teaching and Learning**

*(6 sem. cr.)*

The purpose of Foundations is to engage learners with the environment, expectations, and content of doctoral work in the Administrator Leadership for Teaching and Learning program. Through participating in the course, learners will develop: (a) facility with Walden University's online learning environment and understanding of the university's and the program's support systems and expectations and outcomes; (b) knowledge about the field, synthesized with reflection on one's own experience and goals; and (c) doctoral-level critical-thinking and writing skills.

**EDAD 8140 - Leadership for Today's Schools**

*(6 sem. cr.)*

Today's schools are dynamic places and demand leaders in all arenas, from the boardroom to the classroom. Leaders must understand how learning communities operate and thrive and be prepared to deal with the demands of internal and external forces. The 21st-century leader who understands change theory will continually appraise the evolving needs of the learning community and apply a grounded knowledge base of theory and practical strategies supported by research. Leaders are empowered to
explore current and future technology as they assess educational trends and issues. Learners will also analyze their own and others’ paradigms and leadership styles and determine best practices to promote positive social change.

EDAD 8141 - Applied Research in Education

(6 sem. cr.)
In this course, educators develop a broad understanding of theoretical frameworks and the appropriate use of qualitative and quantitative methods. Educators focus on methods designed specifically for studying human development and how individuals learn. They explore these methods through the examination of the philosophy of research and particular research strategies, review of literature in the field, and research and analysis of additional literature relating to individual interests. Additionally, educators reflect on and discuss ways in which research can lead to the promotion of social change on the job or in their community.

EDAD 8142 - Leading to Promote Learning

(6 sem. cr.)
Research has considerably expanded the knowledge of teaching and learning in recent years. These gains have resulted in a new paradigm for the design and assessment of learning experiences. In this course, educators advance their understanding of research methods as they examine literature about design and assessment. They also apply research-based principles, through technological means, to collect, analyze, and present data with the goal of solving a learning problem in their school or district.

EDAD 8143 - Leading Professional Learning Communities

(6 sem. cr.)
Through this course, educators explore how the role of leadership expands beyond the classroom and school to the larger educational community. Educators work toward developing the knowledge, abilities, and dispositions required of an effective leadership role to participate in sustainable education reform. They explore a variety of topics, including creating professional partnerships, participating in collegial study teams, facilitating professional development of other educators, and adeptly using collegial and collaborative processes, such as coaching and mentoring educators and other leaders. Educators also focus on the relationship between school and community stakeholders. Educators also investigate the legal, business, and/or political perspectives implications of these educational issues.

EDAD 8144 - School Leadership: Trends, Issues, Global Perspectives

(6 sem. cr.)
Invariable advances in research and technology continue to change our current state of
knowledge; therefore, it is necessary to function as lifelong learners. In this course, educators examine intriguing and potentially critical directions in adult learning, including brain research, new technologies, and the impact of globalization. Educators also have the opportunity to examine and reflect on the effects of these trends on their own areas of interest.

**EDAD 8145 - Research in Practice**

(6 sem. cr.)
In this course, educators build on their knowledge of and experience with research design and methodology through a hands-on, in-depth study of specific data collection and analysis skills, which they need to become effective producers of research. Educators apply concepts and practice skills in research design, data collection, data analysis, and presentation of results. They complete practical exercises and engage in discussions that emphasize qualitative and quantitative research methods.

**EDDD 8002 - Leading the Future of Education**

(5 cr.)
As an advanced graduate student, you are about to embark on one of the most exciting journeys of your life. This practical course provides meaningful skills you will need to select your path, complete your degree, and become a successful leader of educational change in the 21st century. Networking and research skills, scholarly writing, critical thinking, use of Walden resources, and the three advanced graduate paths (e.g., PhD, EdD, EdS)—this course addresses all of these in a manner that provides a solid foundation of skill sets upon which to base your journey. You will find a balance of assignments (e.g., case studies, discussions, application assignments) that will ignite your passion for learning, allow you to collaborate with others, and guide your current and future work. This course is designed to reflect Walden's social change mission and provide you with meaningful tools for success as an advanced graduate student.

**EDDD 8003 - Tools for Doctoral Research Success (Companion 1)**

(2 cr.)
For the Doctor of Education degree, educators are required to make an original contribution to the field. The purpose of this course is to help educators begin that process by introducing them to the steps and components of the doctoral capstone, its timeline, and available resources. Education professionals examine and analyze existing research to identify research questions, the framework and methodology, and other key components necessary to create valid research. They also explore resources such as the Writing Center and Walden Library as well as specific tools they can use to complete the capstone.

**EDDD 8004 - Demystifying Doctoral Writing for Research (Companion 2)**
Education professionals expand their knowledge of the doctoral capstone by comparing the differences between the doctoral study and dissertation options. They identify their chosen format and review specific examples, with regard to alignment among the problem, purpose, framework, research question, and design. Education professionals review the appropriate rubrics and checklists for their type of doctoral capstone. They will use tools to narrow the focus of their research topic and begin to develop their prospectus.

EDDD 8005 - Organizational Perspectives and Implications for Leaders♦

There are many ways of seeing an organization and one's place in it. The assumptions students make about people, purpose, and profit will influence the way they manage. It is important to develop the skill required to read various situations and to understand what is between the lines to act with insight. Developing and utilizing various divergent perspectives on organizational dynamics enables a manager to devise appropriate actions by critically thinking about the way things can be (based on the way things are). In this way, leaders free themselves from conventions and can consider the knowledge management strategies, structures, and policies to succeed. Students will explore several metaphors of organizations from mechanistic to organic to network, among others. The students will look at organizations through several all-encompassing frames to understand how a leader can leverage these new perspectives to better manage processes, the implications of social change, and innovative strategies. Students will also continue building the skills required to succeed in the program and leverage those skills as they begin working on their dissertation topics. Students are asked to reflect each week on their learnings and how those learnings are shaping their specialization perspective. Students will deepen their understanding of APA, scholarly writing, and the importance of integrity in writing; they will also hone their analysis and evaluation skills.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.);1-443-627-7222 (toll)] for more information.

EDDD 8006 - Leading the Future of Education

As an advanced graduate student, you are about to embark on one of the most exciting journeys of your life. This practical course provides meaningful skills you will need to select your path, complete your degree, and become a successful leader of educational change in the 21st century. Networking and research skills, scholarly writing, critical thinking, use of Walden resources, and the three advanced graduate paths (e.g., PhD, EdD, EdS)—this course addresses all of these in a manner that provides a solid foundation of skill sets upon which to base your journey. You will find a balance of assignments (e.g., case studies, discussions, application assignments) that will ignite your passion for learning, allow you to collaborate with others, and guide your current and
future work. This course is designed to reflect Walden's social change mission and provide you with meaningful tools for success as an advanced graduate student.

**Note:** 6-week version

**EDDD 8009 - Organizational Decision Making and Judgment**

*(5 cr.)*

In today's highly complex organizations, rational and behavioral decision-making processes and models impact leadership, ethics, group dynamics, and risk assessment. Students will examine the ethical implications of organizational decisions based on the literature. Students will also explore, evaluate, and debate how judgments and decisions influence team dynamics and an organization's social responsibility decisions. Students will also develop a deeper appreciation for predictive and adaptive decision systems and the impact of artificial intelligence and autonomous systems on an organization's decision processes. Students will continue to develop their skills assessment plan and tie what they learn to their specialization and, ultimately, the dissertation process. Students will focus on developing their analysis capabilities of peer-reviewed literature related to their specialization, and decision making and judgment.

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**EDDD 8010 - Collaborative Communication for Administrators**

*(5 cr.)*

Effective education leaders work to foster a community of collaboration in which all stakeholders strive to develop a shared understanding of and commitment to making sure that every student learns and succeeds. Education professionals in this course explore the characteristics of effective collaborative leaders, including the ability to foster collaborative problem solving and decision making. They learn how to model open and responsive communication as well as how to use tools to ensure that such collaboration is the common process within the school and throughout the school community. They also explore the role of schools in communicating with and drawing upon community resources of various types, including public agencies and organizations that serve youth and families. Through this course, education professionals work toward establishing the personal, ethical, and moral platforms to become effective leaders who model and promote ethical and productive civic behavior. Education professionals will develop and refine their skills as collaborative leaders in the school community.

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**EDDD 8011 - School Organizational Dynamics: Policies and Law**
Educators in this course study selected general legal principles, case and statute law, and law-making agencies that impact leaders and their educational institutions. Key content areas include but are not limited to the legal status of the local school district; the role of federal, state, and local governments that may apply; governance of schools; and policies, rules, and regulations. Education professionals in the course will also cover and develop a practical understanding of the legal rights, responsibilities, and obligations of administrators, teachers, students, parents, and school boards; community education; civil rights; collective bargaining, torts and contracts, and legal research; as well as the development of policy to meet regulations and other provisions. School administrators have an opportunity to become more knowledgeable about finding resources to help them address legal matters as they evolve. Educators will gain the basic knowledge to help develop policy statements as related to their school and to the district as a whole.

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EDDD 8012 - Understanding School Budgets and Allocating Resources

Research on effective schools provides guidance on the most productive ways to organize time, people, money, technology, and other resources. To use these resources most effectively, leaders need to have a strategy that defines the most important priorities, the overall educational design, and the organizational structures that best match the necessary goals for improvement. Education professionals will study and interpret budget documents as they relate to the district at large and then to their portion of the budget as a school. Education leaders will research about writing and seeking grants to enhance a school's or district's options to improve student learning. Effective leaders need to be able to link whole-school strategic plans to effective instructional practices and improved use of time and money. Educational leaders must focus on school improvement, improving teaching quality, and organizing and allocating staff and other resources in the most effective way to continuously improve student performance.

EDDD 8013 - Creating and Maintaining Safe, Effective, and Positive Learning Environments

Effective education leaders demonstrate and collaboratively develop capabilities to foster cultures for learning based on mutual respect among students, teachers, staff, parents, and the larger community. Strategies for fairly and effectively administering discipline and resolving conflict are addressed. This course is intended to help leaders understand and treat individual and group differences and potential conflict as opportunities for developing the dispositions, knowledge, and skills that result in social competencies essential to civic participation and interpersonal effectiveness in school.
and beyond. Education leaders will leave with the knowledge gained from a better understanding of how to address disruptive student behavior and how to deescalate conversations as well as confrontations that are an everyday reality in the school setting. Leaders will also study issues related to safety and violence in schools, considering both methods of prevention and ways to respond to unsafe and violent situations. They can learn how to call upon district and community resources to preserve safety and well-being of the school's population of students and personnel.

**EDDD 8014 - Recruiting and Retaining Effective School Personnel**

(5 cr.)
Education leaders study human resources policies and practices for recruiting, selecting, hiring, inducting, developing, evaluating, and retaining or dismissing school personnel. Identifying teachers' needs for professional growth is important, but leaders must also ensure that teachers have the opportunity and motivation to use their professional expertise and to participate in ongoing substantial professional development focused on enhancing the learning of every student. Education leaders have the opportunity to evaluate school personnel and ensure teachers are utilized in their areas of strength within the school, and that teachers also receive support and training in any needed areas to promote student learning. They can become knowledgeable about how to hire and retain their novice teachers in order to reduce teacher turnover. As well, school leaders must be able to identify characteristics of productive teacher evaluation processes and programs; distinguish between supervising teaching and supervising learning; and utilize a process and structure for evaluating school personnel that is productive and supportive, motivates improvement, results in retention of highly competent staff members, embodies standards of due process, and takes into account the provisions of the contractual agreements for staff.

**EDDD 8019 - Assessment, Evaluation, and Accountability: The Sociological, Political, and Economic Factors**

(5 cr.)
At the thought-leadership level, the context of sociological, political, and economic demands are primary to understanding the purpose of assessment and evaluation. This course will focus on the decision-making models that influence assessment, evaluation, and accountability systems. Topics include political astuteness; knowledge of sociological structures, including roles, status, power, rewards, and sanctions; as well as cost-benefit analyses, responsiveness to federal/state mandates, and organizational goals and objectives.

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EDDD 8020 - Contemporary Issues and Trends in Higher Education and Adult Learning

(5 cr.)
A critical examination of the history, educational theories and practices, current initiatives, and future directions of higher education and adult learning are explored in this course. Educators will explore the philosophical and social issues that affect meaningful learning of adults in higher education. Education professionals will examine contemporary issues and trends within higher education and adult learning with focus on key topics such as transformative learning, self-directed learning, experiential learning, and critical reflective learning.

EDDD 8021 - Understanding the Adult Learner

(5 cr.)
Unique and distinctive skills are required to engage and teach adult learners. Education professionals will explore adult learning and developmental theory and the wide range of research that supports it, including andragogy and transformation, phase and stage developmental theories, and effects of gender and culture on adult learning. Educators will also be provided with the opportunity to reflect on the relationship of course material with their own experiences as adult learners. Education professionals complete a variety of realistic assignments through which they practice communicating and presenting complex concepts, critique the work of major theorists, apply adult learning and development theories to educational practice, and construct their own positions on adult learning as scholar-practitioners.

EDDD 8022 - Leadership of Higher Education Programs for Adult Learners

(5 cr.)
Effective leadership is the foundation of running a successful higher education or adult learning program. A leader is required to understand the organizational climate, consider the cognitive and social-cultural experience of teams, and effectively communicate a vision while meeting the programmatic goals. In this course, education professionals will learn techniques, tools, and resources to employ effective communication; manage everyday challenges; and address internal and external obstacles that impact program productivity and goals. Education professionals will examine various leadership and management strategies that support the ongoing negotiation and collaboration necessary to direct successful higher education and adult learning programs.

EDDD 8023 - Program Planning and Assessment

(5 cr.)
Higher education institutions and organizations design programs to address the needs of
their students, employees, and customers. To ensure the desired outcomes are met, education professionals must develop and implement realistic systems to monitor and assess the effectiveness of the program, determine areas of improvement, and implement the needed changes. Education professionals in this course will engage in the creation of goals and outcomes for a program, design and implement an assessment to determine if outcomes were met, communicate and present data and results to key stakeholders within the organization, and identify strategies for improvement.

**EDDD 8024 - Evaluating and Improving Programs, Organizations, and System**

(5 cr.)
Determining comprehensive value and worth of a curriculum, project, instructional method, institution, or policy is a complex endeavor. This course examines the process of determining the value, purpose, efficacy, and social implications for programs, organizations, and systems within a framework for continuous improvement. Supporting technical skills are integrated into the course, including quantitative, qualitative, and mixed-methods of data-gathering and analysis.

**EDDD 8025 - Building a Culture of Continuous Improvement**

(5 cr.)
Continuous improvement is a phrase that is applied in both business and educational settings. Operationalized, the term crosses fields that include leadership, organizational development, change theory, and evaluation and assessment. This course connects continuous improvement as referenced in these fields and moves beyond to include organizational culture, professionalism, social justice, and codes of ethics that support the formation and sustainability of this type of culture. The culminating project provides a platform for individualizing a plan with a self-chosen organization that incorporates evaluation, assessment, and a vision for social responsibility as part of creating a culture of continuous improvement.

**EDDD 8030 - Higher Education in the 21st Century**

(5 cr.)
Higher education is in a period of review as it responds to global issues and often shrinking resources. In this course, education professionals are provided with a foundational understanding of higher education and the origins of practices and problems of educational institutions. Education professionals investigate solutions to today's higher education issues and assess the relevance of current education models in relation to 21st-century needs.

**EDDD 8031 - Leading and Managing Instructional Change**
The politics of education come into play as leaders work to implement innovation and change within higher education organizations. Issues such as access, funding, speed of change, priorities of diverse stakeholders, the relation of work to education, the impact of technological change, and mobility of students are examined. Leaders examine change theory. Education professionals also investigate how internal and external forces impact change and consider the global challenges in leading and managing change.

EDDD 8032 - Strategic Planning and Program Evaluation in Higher Education

Effective leaders are expected to be creative thinkers, able to anticipate and react quickly to the ever-changing landscape of higher education. Strategic planning and program evaluation are necessary components for leading and managing successful higher education institutions. In this course, principles of effective change process are emphasized from both the macro- and micro-level perspectives. Developing collaborative educators in the evaluation and transformational process of strategic planning is a key objective of this course, with emphasis on in-depth analysis of the paradigms, processes, and components of change.

EDDD 8033 - The Politics of Higher Education: Policy Development and Implementation

This course is an introduction to the higher education politics and the policy-making process. In this course, education professionals survey the general nature of policy making with examples and readings from higher education. Key stakeholders, institutional structures, and processes in the federal, state, and local higher education policy arenas will be studied. The origins and consequences of key policy enactments affecting college access and success, instruction, performance accountability, and the economic development role of higher education are studied through scenarios and case studies.

EDDD 8034 - International Education and Development

In this course, education professionals examine theoretical approaches to the study of international education and the policy development of current topics in diverse global settings. Both case studies and practice blend in this course to prepare students to operate in the global education phenomena. Among the topics to be explored are international policy transfer, social stratification, the cultural transmission of knowledge, and the place of education in the global economy.

EDDD 8040 - The Community College—Historical Context and Critical Issues
The rise of community colleges following World War II added a new egalitarian dimension to higher education. In this course, educators explore how the various components of the community college history and mission changed the face of postsecondary education, giving rise to workforce development, developmental education, and continuing education, in addition to academic transfer programs. Best practices for governance of community colleges as well as contemporary issues such as the completion agenda, dual-credit courses for high school students, and articulations with 4-year institutions are explored.

EDDD 8041 - Transformational Leadership for Institutional Effectiveness in Community Colleges

Effective leadership in community colleges goes beyond managing or reacting to change; it anticipates change and seeks out opportunities for growth for the institution and its members while keeping the institution focused on its mission and goals for learning. Community college professionals in this course focus on key leadership skills, such as communication, negotiation, decision making, strategic planning, and conflict management. They research and discuss strategies for navigating the complex political environment of today’s colleges and universities, cultivating a culture of evidence, and developing the institution’s intellectual and human resources. They also practice analyzing, evaluating, and applying research methods appropriate to data-informed planning and decision making.

EDDD 8042 - Contemporary Issues, Challenges, and Trends in Community Colleges

Staying abreast of contemporary issues, challenges, and emerging trends is essential for institutional effectiveness in community colleges. The rapid expansion of online programs, which extends the reach of community colleges beyond the bounds of geography, while being a catalyst for change and development in the local communities, is just one of the challenges faced by 21st-century community college leaders. This course is designed to keep educators on the leading edge while exploring topics of technology, diversity of students, college readiness, access, and global awareness.

EDDD 8043 - Promoting Student Development and Success in Community Colleges

Community colleges are becoming increasingly accountable for providing diverse student populations with skills that prepare them for the future. Faculty and staff must be prepared to meet the needs of all students, including veterans, students from diverse
racial and ethnic backgrounds, academically underprepared students, or those who are the first in their families to attend college. The community college professional is often responsible for developing and implementing robust and proactive programs of academic and personal support to assist students in completing their programs and becoming successful. Included in this course is a focus on assessment and placement tools that assist in determining who might need resources such as remediation, developmental education, or counseling. In this course, educators can gain the tools needed to develop and measure resources that support student success. With an emphasis on outcomes, educators in this course focus on best practices for improving the engagement, retention, and educational achievement of today's community college student.

**EDDD 8044 - Leadership and Management for Change in Education**

(5 cr.)
Building on the core knowledge from earlier courses, educators will engage the emerging theories of leadership that reflect the current challenges in culturally responsive education, and the research on motivation and performance. The focus is on entrepreneurial and creative solutions, which reach across P–20 learning organizations to effect positive social change in education.

**EDDD 8050 - Curriculum, Instruction, and Assessment: A Systems Perspective**

(5 cr.)
Today's schools are dynamic organizations that require educators to take an iterative approach to designing curriculum, instruction, and assessment—one that responds to changing and diverse student needs, stakeholder perspectives, policies, accountability requirements, emerging technologies, family and community resources, and other internal and external forces. In this course, education professionals engage in active inquiry at the systems level and address real-world scenarios and problems. Learners can gain experience and expertise in promoting best practices in education, overcoming barriers to student learning and involving family and community partners, all while meeting and complying with relevant policies, laws, ethical practices, and standards. Education professionals explore key components of a successful learning community, the role of a leader within a dynamic system, professional dispositions, current educational trends and issues, and how technologies are creating new opportunities for organizational change and improved student performance.

**EDDD 8051 - Data-Driven Instruction and Assessment**

(5 cr.)
Using data to inform instruction, assessment, and evaluation promotes continuous improvement and student achievement. Instructional leaders must have the ability to ground current practice in data—a process that includes reviewing and discerning data,
evaluating current practices, setting an appropriate vision for the future, prioritizing the work, identifying measurable goals, developing an action plan, and then monitoring the results. Education professionals in this course examine the inextricable link between instruction and assessment. They engage in a diagnostic process designed to meet diverse student and systemic needs. They also examine the role of formative and summative assessments in making instructional decisions, the various forms and purposes of assessment, and how the ongoing use of assessment data can move curriculum and instruction beyond mediocrity to support rigorous learning for all students. The effective use of instructional practices such as blended learning, the "flipped" classroom, and the appropriate use of technology to support learning is also examined.

**EDDD 8052 - Curriculum Design to Promote Social Change**

(5 cr.)
Meaningful and engaging learning occurs when curriculum extends beyond the classroom to promote a climate for social change. In this course, education professionals will use a documentary case scenario to evaluate the use of service learning as a tool for connecting the curriculum to real-world experiences, while also supporting the community and its citizens. Educators will select an appropriate learner-centered curriculum model, design an interdisciplinary service project, and prepare a presentation for stakeholders' consideration, illustrating the potential of service learning as a catalyst for bringing a learner-centered curriculum, citizenship, and standards to life.

**EDDD 8060 - Issues and Trends in Reading and Literacy**

(5 cr.)
Literacy may be understood in multiple ways across various settings and populations. In this course, a foundation will be laid for educators to define literacy based on historical and contemporary perspectives, the sociopolitical landscape, the influence of social media and technological innovation, and influences coming from national, state, local, and Common Core standards. Educators will examine ways to overcome barriers to student literacy learning and develop techniques to improve communication and increase community and family involvement. Based on what they learn in this course and drawing on professional reading and curriculum standards, education professionals will develop a plan to gain stakeholder support for the improvement of curriculum and literacy programming at the systems level.

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**EDDD 8061 - Assessment and Data Analysis to Support Effective Literacy Programs**
Designing literacy programs that effectively promote and support high levels of literacy proficiency requires the use of data that accurately describe the status of student, teacher, and school performance. Education professionals in this course can examine a variety of assessment tools and validity issues for addressing individual and classroom needs as well as district and state mandates. Topics include a focus on data analysis for tiered intervention decision making and the interpretation of data to drive recommendations at a systemic level. Educators will develop skills to facilitate collaboration and stakeholder inclusion.

**EDDD 8062 - Collaborative Approach to Literacy Across the Content Areas**

(5 cr.)
Making academic content accessible and comprehensible for all learners requires specific strategies PreK–12 teachers need to know and be able to demonstrate. By focusing on academic language, content acquisition, and the appropriate use of technology, education professionals add to their repertoire of strategies to meet content standards for all students, including those with diverse needs, learning styles, and abilities. Education professionals can plan ways to collaborate and share knowledge with other educators within their professional setting and review and evaluate research to inform effective practices. Through this course, educators also address ways to develop programs that integrate both content and literacy objectives to better enhance the development of all learners throughout the content areas.

**EDDD 8070 - Special Education: Exploring Theory and Practice♦**

(5 cr.)
Special education is a dynamic field with a growing research base of best practices and changing implementation efforts for students who demonstrate a broad spectrum of adaptive and learning challenges. Special education professionals in this course explore how theoretical research in the field evolved and influenced emerging and prevalent practices in the field. Through the realistic lens of a case study, candidates will explore a range of research topics as well as investigate how research has influenced practice. Through their coursework, educators are supported in the development of skills and dispositions that will assist candidates as they envision and influence the future of special education.

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**EDDD 8071 - Leading Change in Special Education: Advocacy, Policy, and Law♦**

(5 cr.)
Leadership and advocacy go hand-in-hand when seeking to promote policies that support effective practices in education for ALL students. Through analysis and
reflection, candidates can examine the evolution of special education legislation and pivotal case law and can analyze the connections among advocacy, leadership, policy, and law as it plays out in realistic scenarios. Special education professionals will also investigate change theory and leadership styles, allowing them to reflect on their own and others' paradigms in order to determine best practices to promote positive educational and social changes. They must apply leadership, advocacy, self-evaluation, and social change skill sets to current practice as they will be called upon to do in future careers. Candidates can also engage in a culminating project through which they construct a professional plan for advocacy and leadership in an area of interest that includes issues of diversity and special needs.

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**EDDD 8072 - Research Methodology for Special Education**

(5 cr.)
In this course, special educators examine research methodologies important and unique to the field of special education. Particular attention is given to single-subject research designs that are used to study behavioral change in individuals or small groups as a result of an intervention. Topics include reliable measurement, repeated measurement, description of conditions, baseline and treatment conditions, and single-variable rules. Candidates will apply the concepts studied in the course to the special education case study. By the end of this course, candidates will begin to delineate various special education research-based methodologies that may apply to an area of interest for their capstone projects.

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**EDDD 8073 - Designing Specialized Instruction for Diverse Learners**

(5 cr.)
Whether practicing in a school, university, or other professional settings, special educators are called upon to implement data-driven assessments in order to plan and implement individualized instructional plans for students with diverse learning and social challenges. In this course, educators review research and practice specific to specialized instruction for students with disabilities in language, reading, writing, math, and content areas. Topics also include effective practices for instruction and evaluation for students with social-emotional and behavioral needs, including applied behavior analysis, positive behavioral interventions, and skill building. Related brain-based research will be examined, as well as assistive technologies and methods of delivery, whether in individual, small group, or inclusive settings.

**EDDD 8074 - Implementing Effective School-Wide Intervention Models**
Special educators must be prepared with valid and reliable assessment data in order to recommend and implement sound, research-based intervention models. In this course, educators examine problem-solving best practices for using data to identify students at risk of academic, social, or emotional difficulties. Candidates can also study methods of disability identification and monitoring student progress, and data-based decision making for instruction, universal instruction, and interventions useful for all students. Professional development for general and special education teachers and the role of caregivers (e.g., parents, families, guardians) will be explored. Functional behavioral assessment is examined as an evaluation tool for understanding behavior, and effective practices for school-wide positive behavioral support (SWPBS) are also explored.

EDDD 8075 - Sustaining and Supporting Effective Practices in Special Education

Effective special education leaders promote meaningful change for students with diverse learning and social needs, foster the use of effective practices, and sustain long-term program viability throughout diverse settings. Once effective practices are in place, they establish a clear plan for addressing program integrity and sustaining commitment to continuous improvement. Throughout this course, candidates can examine critical components to sustain change, including program evaluation, professionalism, culturally responsive practices, and policy to support continuous improvement.

EDDD 8080 - Child Development in the Critical Early Years

Effective early childhood professionals know that respectful relationships with families provide the foundation for supporting young children’s healthy development. Candidates examine key developmental stages, from prenatal experiences to the early school years. Education professionals explore child development theory, current research in neuroscience, and social-emotional development across the early childhood years, with a special emphasis on the significant role families play in fostering healthy development. Current thinking from the fields of psychology, science, and education are integrated with global perspectives on child development. Educators apply their knowledge to promote positive developmental outcomes for young children and their families.

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EDDD 8081 - The Language/Literacy Continuum From Birth Through Age 8

How does language affect the young child’s ability to think, communicate, and learn? In this course, educators explore the language and linguistic development of young children. Education professionals focus on theories of language acquisition; the nature
and function of language; the relationship between language and cognition; the developmental stages of language and literacy; and the critical role of families, communities, and educators in fostering language and literacy development from birth through age 8. Education professionals examine current research and ways early childhood professionals can support language and literacy learning for all children across the early childhood spectrum.

EDDD 8082 - Meaningful Learning Experiences in Supportive Environments

(5 cr.)
What does excellence look like in early childhood settings? What are varying perspectives on excellence in early childhood education throughout the world? What are the common elements of learning experiences and environments that provide meaning, inspire curiosity, offer safety, and encourage children to thrive? By examining the research, candidates explore current issues and trends in early childhood education such as the inclusion of national standards, project-based learning, looping, technology, and the role of play in fostering healthy development and learning. Education professionals also explore the role of families in supporting children's learning at home and in early childhood settings as well as how to build effective partnerships with families.

EDDD 8083 - Assessment Practices to Promote Healthy Development and Learning

(5 cr.)
How can early childhood professionals ensure that assessment not only evaluates development and learning but also promotes children’s growth? What kinds of assessments are appropriate and effective for very young children as well as those throughout the primary grades? Educators explore formative, summative, formal, and informal assessment as well as the use of these assessments to promote development and guide teaching and learning. Education professionals reflect on the many ways they use assessment on a daily basis, and discuss strategies for communicating assessment processes and results. Educators review current research regarding culturally responsive assessments, assistive technology, and international perspectives.

EDDD 8084 - Evaluating and Supporting Early Childhood Programs

(5 cr.)
Researchers indicate that high-quality early childhood programs result in long-term positive outcomes for children. Early childhood professionals have a deep understanding of the developmental domains and content areas of early childhood. Based on this understanding, educators use professional accreditation standards to evaluate the effectiveness of early childhood programs. Professionals learn how to evaluate programs for research-based, effective practices that promote healthy development and learning
from birth through age 8. Specific focus is placed on effective practice related to management policies and procedures, teacher qualifications, family engagement, and community involvement.

**EDDD 8085 - Inspired Leadership, Informed Advocacy, and Improved Policy**

(5 cr.)
What are the dispositions and responsibilities needed to be an effective professional in the early childhood field? Early childhood leaders exemplify the values and ethics of the field, act as advocates for children and families, and lead initiatives to improve policy and effect positive social change. In this course, education professionals study leadership theory, advocacy strategies, and early childhood policy systems. Educators explore multiple leadership roles in the early childhood field, analyze leadership qualities and traits, reflect on professional growth, and continue to refine research interests. Educators are challenged to be innovative and transformative future thinkers who are deeply committed to the well-being of young children and families.

**EDDD 8090 - Trends and Issues in Educational Technology**

(5 cr.)
Using new technologies in new ways sparks learning, creativity, and innovation. Trends and issues in educational technology are examined to discover how they influence learning and creativity in the workplace. Learners collaborate to demonstrate the evolution of a current technological trend, analyze its impact on learning and society, and evaluate the societal issues and problems caused by that trend.

**EDDD 8091 - Creating Digital Media**

(5 cr.)
The effective use of digital media in learning environments requires leaders in the field to be both consumers and creators of multimedia. Learners become knowledgeable developers of digital media by applying principles of instructional design and pedagogy to multimedia. Learners collaborate in the design and creation of digital and interactive media based on visual design principles.

**EDDD 8092 - Innovations and the Diffusion of Learning Technologies**

(5 cr.)
Social change resulting from the integration and adoption of technological innovations is the focus of this course. Learners explore Rogers' Diffusion of Innovations Theory through first-hand experience in a simulation. Learners explore research regarding the integration of technology in the workplace or education setting to determine strategies for becoming catalysts for change. Strategies for overcoming resistance and barriers to change are analyzed.
EDDD 8093 - Leading Change

(5 cr.)
Effective leaders direct the vision and goals for sustainable change initiatives in organizations. Based on the Human Performance and Training Model, learners explore strategies and tactics needed to bring about positive social change through an analysis of leadership, strategic planning, motivation, communication, and learning technologies. Problem solving skills are developed as learners effect change in the workplace focusing on a human performance issue. Components for successful grant writing are developed.

EDDD 8101 - Learner-Centered Curriculum

(5 cr.)
Designing curricula with rigor, relevance, and results requires broad understanding of the key concepts behind each of these attributes and a clear focus on how best to maximize the learning and potential of PreK–12 learners. In this course, education professionals examine what it means to design a learner-centered curriculum that enhances student engagement and involvement, provides a transformative experience for students, and creates conditions that facilitate deep learning. Education professionals examine the alignment of content standards and design models as well as the role of collaboration and community building, power sharing to foster learner autonomy, problem solving, material that is socially relevant, and ongoing assessment to meet the needs of an increasingly diverse student population. Authentic case-study scenarios provide opportunities for educators to see curriculum design in practice, use existing data to redesign and adapt curriculum, and create learning spaces that accommodate multiple learning needs.

EDDD 8102 - Promoting the Success of Diverse Learners

(5 cr.)
Student diversity comes in many different forms (e.g., linguistic, cultural, socioeconomic, academic, emotional, aesthetic), and effective educators have the knowledge, skills, and dispositions to value the richness this diversity brings and enhance learning in their education setting. By applying strategies and evaluating programs and initiatives to meet the diverse needs of all learners, educators can demonstrate an awareness of students' prior learning, language, culture, family, and community values to improve teaching and learning. Through real-world scenarios and applications, educators will assess strategies for promoting equitable access to high-quality learning experiences while recognizing their own personal beliefs and biases. Education professionals will also explore current and effective practices for working with diverse learners and providing productive learning environments for all students. Through the use of appropriate materials and technologies, educators will evaluate curriculum, instruction, and assessment, promoting learning for all students.
EDDD 8103 - eLearning

(5 cr.)
Educators explore the theories, paradigms, trends, and issues in the field of eLearning. Research on eLearning is critiqued and analyzed as an ecosystem, including an examination of K–12, higher education, corporate, and personal learning communities. Current social and geopolitical trends and their impact on eLearning are analyzed. Delivery methods, human presence, and sustainability of eLearning design are investigated. Through this course, educators are provided with design and development experience through the creation of multimedia presentations in an eLearning environment.

EDDD 8104 - Managing Resources in Higher Education

(5 cr.)
Managing resources—financial, technological, human, and intellectual—is one of the higher education leader's most significant concerns. Education professionals explore and apply principles that can help leaders in higher education effectively, plan, prioritize, allocate, and track the use of resources toward achieving learning-focused goals. Understanding efficiency, productivity, and sustainability in higher education is a key goal of the course as education professionals learn various ways to maximize resources across the institution. Activities include analysis of various budgeting, planning, and fundraising strategies and how these can be used to identify new and reallocated resources to enable growth and sustainability of quality programs.

EDDD 8105 - Education Law, Policy, and Governance

(5 cr.)
In this course, education professionals examine legal and ethical issues within the context of an educational setting. Supporting development of their legal reasoning skills, education professionals discuss the laws and statutes that inform policy and governance of educational organizations. They also engage in assignments that emphasize the ways ethics affect decision making, professional conduct, and educational policies when analyzing critical issues in educational leadership.

EDDD 8106 - Program Evaluation for Continuous Improvement

(5 cr.)
Effective educational leaders must have the knowledge, skills, and dispositions to evaluate programs and make data-driven decisions to promote continuous improvement for all learners. In this course, education professionals use available data points and tools to evaluate the design, implementation, and program outcomes to determine a program's impact on the learner, family, and community. The results of the program evaluation may lead educational professionals to develop action plans that include the
development of community outreach programs, grants, legislation/policy reform, professional development plans, or technology solutions. In this course, education professionals determine whether to recommend an improvement plan on an existing program or propose a new program or initiative.

**EDDD 8107 - Designing Instruction for eLearning**

(5 cr.)
Instructional design for eLearning involves understanding effective learning experiences in digital spaces. Educators apply the principles of the community of inquiry and the engagement of the digital learner as they design an eLearning course. Mobile technologies, collaborative learning, assessment, academic integrity, and meeting the needs of diverse and global students are addressed. Educators collaborate in the design and development of eLearning products and explore social change through eLearning.

**EDDD 8110 - The Art of Online Teaching**

(5 cr.)
Higher education is undergoing a radical paradigm shift with the rapid growth of online degree, program, and course offerings. Educators are provided with the foundational skills necessary to successfully facilitate learning in an online environment in this course. They have the opportunity to acquire the essential pedagogical competencies to provide targeted instruction and accurately assess student work in a virtual setting. Through the exploration of simulated classroom interactions and creative problem-solving scenarios, educators experience how online learning leverages technology to enhance knowledge and skill development. Upon successful completion of this course, educators can demonstrate professional skills to meet the growing demand for facilitators of online learning and the potential to positively influence a global population of learners.

**EDDD 8111 - Online Teaching Simulation**

(5 cr.)
In this simulation course, learners have an opportunity to practice the art of online teaching hands-on and to develop an online instructional presence that encourages positive student outcomes. In this unique practical experience, learners develop and reinforce the skills needed to succeed as an online instructor. Scholar-practitioners hone their online teaching skills by engaging in realistic classroom scenarios with guidance and feedback from experienced online faculty members and in collaboration with their peers. With careful oversight, mentoring, and coaching, learners practice and analyze online facilitation activities, including interacting though discussion boards, assessing student work, and posting announcements.

**EDDD 8113 - Tools for Doctoral Research Success**
Education professionals seeking the Doctor of Education (EdD) degree are required to make an original contribution to the field of education. The purpose of this course is to help educators begin that process by introducing them to the steps for developing the components of the dissertation—its timeline and available resources. Education professionals examine and analyze selected research to identify questions addressing a specific gap in the existing research literature, the framework and methodology, and other key components necessary to create scholarly research. They also explore resources such as the Writing Center and library, as well as specific tools they can use to complete the dissertation.

**EDDD 8114 - Demystifying Doctoral Writing for Research**

(3 cr.)
Education professionals expand their knowledge of the dissertation process by reviewing tools, resources, and sample dissertations as they focus on the alignment among the identified problem, purpose, framework, research question(s), and study design. Education professionals use tools, including the appropriate rubrics and checklists, to narrow the focus of their research topic, plan a comprehensive literature review, and begin to develop their prospectus.

**Prerequisites**
- EDDD 8113 or EDDD 8003
- RESI 8201
- RSCH 8310D or RSCH 8300 or RSCH 8300P or RSCH 8310C (may be taken concurrently)

**EDDD 8114L - Demystifying Doctoral Writing for Research**

(3 cr.)
Education professionals expand their knowledge of the dissertation process by reviewing tools, resources, and sample dissertations as they focus on the alignment among the identified problem, purpose, framework, research question(s), and study design. Education professionals use tools, including the appropriate rubrics and checklists, to narrow the focus of their research topic, plan a comprehensive literature review, and begin to develop their prospectus.

**Prerequisites**
- EDDD 8113 or EDDD 8003
- RESI 8201
- RSCH 8310D or RSCH 8300 or RSCH 8300P or RSCH 8310C

**EDDD 8116 - The Art of Online Teaching**
Higher education is undergoing a radical paradigm shift with the rapid growth of online degree, program, and course offerings. Educators are provided with the foundational skills necessary to successfully facilitate learning in an online environment in this course. They have the opportunity to acquire the essential pedagogical competencies to provide targeted instruction and accurately assess student work in a virtual setting. Through the exploration of simulated classroom interactions and creative problem-solving scenarios, educators experience how online learning leverages technology to enhance knowledge and skill development. Upon successful completion of this course, educators can demonstrate professional skills to meet the growing demand for facilitators of online learning and the potential to positively influence a global population of learners.

EDDD 8143 - Policy Development and Implementation

Education policy is crucial to educational improvement and renewal throughout the P–20 system of education. In this course, education professionals develop the skills for critical analysis of education policy at the local, state, national, and international levels. They discuss the definition and formulation of policies and they explore a wide range of topics, including the identification of and work with policy advocates, the processes of policy implementation and evaluation, and the use of logic models in the policy process.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDDD 8755 - Leadership and Leader Development

Effective leadership requires the ability to facilitate positive change, lead others in efforts to effect similar change, and work through challenges when met with resistance to change. Students in this course are provided with an extensive overview of leadership theories. Students explore definitions of leadership, major theoretical leadership models, and contextual and situational factors related to leadership and change. Students also examine various perspectives on leadership and the role of leadership in the achievement of organizational, group, and team goals. Students engage in practical assignments and discussions, focusing on effective leadership issues and practices during the process of organizational change.

EDDD 8900 - Completing the Prospectus

Nearly all doctoral-level programs require capstone projects that necessitate knowledge of conducting research, including how to develop an appropriate research plan. In this course, educators utilize knowledge from previous courses to develop their prospectus—a brief document that provides preliminary information about their
capstone research to serve as a plan for developing the research proposal. They engage in a logical progression from topic conception to prospectus completion. They learn how to take their individualized topic and identify the research problem, purpose of their study, conceptual framework, and appropriate research design, while also examining the concepts of feasibility and overall alignment of study components. Educators will practice evaluating their work using the same guides and rubrics used by faculty.

**EDDD 8910 - Completing the Prospectus**

(3 cr.)
Nearly all doctoral-level programs require capstone projects that necessitate knowledge of conducting research, including how to develop an appropriate research plan. In this course, educators utilize knowledge from previous courses to develop their prospectus—a brief document that provides preliminary information about their capstone research to serve as a plan for developing the research proposal. They engage in a logical progression from topic conception to prospectus completion. They learn how to take their individualized topic and identify the research problem, purpose of their study, conceptual framework, and appropriate research design, while also examining the concepts of feasibility and overall alignment of study components. Educators will practice evaluating their work using the same guides and rubrics used by faculty.

**Prerequisites**
- RSCH 8110
- RSCH 8210
- RSCH 8310

**EDDD 8990 - Completing the Doctoral Capstone**

(5 cr. per term for a minimum of 4 quarters until completion)
Nearly all doctoral-level programs require capstone projects that necessitate independent application of requisite knowledge on conducting research based on close interaction with, guidance from, and supervision by an institution-approved committee. Students in each EdD program specialization are supported in the completion of their doctoral capstone in this course. The EdD doctoral study process is composed of several stages and requires levels of approval—prospectus, proposal, IRB, final study, form and style, and chief academic officer (CAO). Students develop and support a doctoral-level research problem and review related literature to develop a framework for the study. They learn how to move from a research problem to the purpose of the study, the framework, and then an appropriate design while examining the concepts of feasibility and overall alignment of study components. Students consider ethical feasibility issues as related to their capstone development and proceed to data collection and
analysis. They finalize the capstone with an oral defense, appropriately presenting results and outcomes of the research, as well as implications for positive social change. Students take this course for a minimum of four quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval.

To complete a dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

Prerequisites
- EDDD 8910

EDPD 8002 - Leading the Future of Education

(5 cr.)
As an advanced graduate student, you are about to embark on one of the most exciting journeys of your life. This practical course provides meaningful skills you will need to select your path, complete your degree, and become a successful leader of educational change in the 21st century. Networking and research skills, scholarly writing, critical thinking, use of Walden resources, and the three advanced graduate paths (e.g., PhD, EdD, EdS)—this course addresses all of these in a manner that provides a solid foundation of skill sets upon which to base your journey. You will find a balance of assignments (e.g., case studies, discussions, application assignments) that will ignite your passion for learning, that will allow you to collaborate with others, and that will guide your current and future work. This course is designed to reflect Walden's social change mission and provide you with meaningful tools for success as an advanced graduate student.

◆ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDPD 8003 - Tools for Doctoral Research Success

(3 cr.)
Education professionals seeking the PhD in Education degree are required to make an original contribution to the field of education. The purpose of this course is to help educators begin that process by introducing them to the steps for developing the components of the dissertation—its timeline and available resources. Education professionals examine and analyze selected research to identify questions addressing a specific gap in the existing research literature, the framework and methodology, and other key components necessary to create scholarly research. They also explore
resources such as the Writing Center and Library, as well as specific tools they can use to complete the dissertation.

**EDPD 8004 - Demystifying Doctoral Writing for Research**

(3 cr.)
Education professionals expand their knowledge of the dissertation process by reviewing tools, resources, and sample dissertations as they focus on the alignment among the identified problem, purpose, framework, research question(s), and study design. Education professionals use tools, including the appropriate rubrics and checklists, to narrow the focus of their research topic, plan a comprehensive literature review, and begin to develop their prospectus.

**EDPD 8006 - Leading the Future of Education**

(5 cr.)
As an advanced graduate student, you are about to embark on one of the most exciting journeys of your life. This practical course provides meaningful skills you will need to select your path, complete your degree, and become a successful leader of educational change in the 21st century. Networking and research skills, scholarly writing, critical thinking, use of Walden resources, and the three advanced graduate paths (e.g., PhD, EdD, EdS)—this course addresses all of these in a manner that provides a solid foundation of skill sets upon which to base your journey. You will find a balance of assignments (e.g., case studies, discussions, application assignments) that will ignite your passion for learning, that will allow you to collaborate with others, and that will guide your current and future work. This course is designed to reflect Walden's social change mission and provide you with meaningful tools for success as an advanced graduate student.

Note: 6-week version

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.);1-443-627-7222 (toll)] for more information.

**EDPD 8010 - Creativity and Innovation**

(5 cr.)
Creativity and critical thinking are driving forces behind human innovation and progress. In this course, you explore theories, models, and roles of creativity and innovation in society and learning environments. You reflect on the risks and rewards associated with creativity and critical thinking, while employing approaches for idea creation focusing on originality and inventiveness.

Prerequisites

- EDPD 8002 or EDPD 8006

Students may take this as a non-degree course, which means they do not have to be enrolled in a
EDPD 8011 - Authentic Assessment♦

(5 cr.)
Innovative learning requires creative assessment strategies to evaluate student learning within real-world and simulated environments. Through the use of reverse design, you will create authentic assessments for a learning culture that emphasizes creativity, innovation, and critical thinking. In addition, approaches for using assessment data to effect change will be explored. Methods of inquiry designed to inform and improve learning and instruction to address new trends, including the latest tools and technologies, will be examined.
Prerequisites
• EDPD 8010

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDPD 8012 - Innovative Curriculum♦

(5 cr.)
Innovative curriculum evolves and changes in anticipation of learner needs. This course will focus on research-based processes and a variety of models used to design innovative curriculum to support learning across the lifespan and within diverse contexts. Strategies for aligning strong content with formalized standards and goals within the learning environment will be explored. The contributing roles of instruction, technology, and globalization will set the context for this course of study.
Prerequisites
• RSCH 8110C

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDPD 8014 - Current Research in Learning, Instruction, and Innovation

(5 cr.)
Education professionals transition from receptive learning to productive scholarship as researchers in this course. Educators begin to build prospectuses that are organized around solid research questions, grounded in theory, that are relevant to important issues in the field, use appropriate methodology, and advance social change. The ideal time for education professionals to take this course is when they have a committee chairperson assigned and are beginning to plan their dissertation research.
Prerequisites
• RSCH 8100
EDPD 8020 - A New Vision of Organizational Research, Assessment, and Evaluation

(5 cr.)
The role of assessment and evaluation as a vehicle for positive change is recast in this course. The notion of accountability is supported by the concepts of social and ethical responsibility, and informs continual improvement efforts for individuals and organizations. Theory, trends, and systemic perspectives of the field are connected to changes required for enhancing performance and increasing effectiveness. Topics include evaluator credibility, national and international assessments and comparisons, and facilitation with individual and cultural values underpinning evaluation purposes, processes, and judgments.

Prerequisites
- EDPD 8002 or EDPD 8006

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDPD 8021 - Assessment, Evaluation, and Accountability: The Sociological, Political, and Economic Factors

(5 cr.)
At the thought-leadership level, the context of sociological, political, and economic demands are primary to understanding the purpose of assessment and evaluation. This course will focus on the decision-making models that influence assessment, evaluation, and accountability systems. Topics include political astuteness; knowledge of sociological structures, including roles, status, power, rewards, and sanctions; as well as cost-benefit analyses, responsiveness to federal/state mandates, and organizational goals and objectives.

Prerequisites
- EDPD 8020

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDPD 8022 - Assessing for Individual Growth

(5 cr.)
The value of performance assessment coupled with accountability systems can vary widely, depending on how resulting data are used to enhance learning. Students in this...
course examine the nature of personnel evaluation in multiple contexts including education, reward and acknowledgment systems, hiring, and dismissal case studies. Supporting technical skills are integrated into the course, including quantitative, qualitative, and mixed-methods of data-gathering and analysis.

**Prerequisites**
- RSCH 8110C

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**EDPD 8023 - Evaluating and Improving Programs, Organizations, and Systems**

(5 cr.)
Determining comprehensive value and worth of a curriculum, project, instructional method, institution, or policy is a complex endeavor. This course examines the process of determining the value, purpose, efficacy, and social implications for programs, organizations, and systems within a framework for continuous improvement. Supporting technical skills are integrated into the course, including quantitative, qualitative, and mixed-methods of data-gathering and analysis.

**Prerequisites**
- EDPD 8022

**EDPD 8024 - Dynamics of Communication for Impact and Results**

(5 cr.)
Finesse and skill are needed to communicate complex information and findings from data analysis to particular stakeholders in ways that convey understanding, impart meaning, and stimulate a call to action. Students in this course focus on how to report results, consequences, options, and recommendations in compelling ways for multiple audiences. A wide variety of communication methods are explored that include presentation technology, Internet communications, technical writing, writing for publication, press releases, grant writing, and collaborative communication. Data compression is practiced as part of the communication and recommendation process.

**EDPD 8025 - Building a Culture of Continuous Improvement**

(5 cr.)
Continuous improvement is a phrase that is applied in both business and educational settings. Operationalized, the term crosses fields that include leadership, organizational development, change theory, and evaluation and assessment. This course connects continuous improvement as referenced in these fields and moves beyond to include organizational culture, professionalism, social justice, and codes of ethics that support the formation and sustainability of this type of culture. The culminating project provides
a platform for individualizing a plan with a self-chosen organization that incorporates evaluation, assessment, and a vision for social responsibility as part of creating a culture of continuous improvement.

Prerequisites
• RSCH 8310C

EDPD 8030 - Higher Education in the 21st Century♦

(5 cr.)
Higher education is in a period of review as it responds to global issues and often shrinking resources. This course provides educational professionals with a foundational understanding of higher education and the origins of practices and problems of educational institutions. Educational professionals investigate solutions to today's higher education issues and assess the relevance of current education models in relation to 21st-century needs.

Prerequisites
• EDPD 8002 or EDPD 8006

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDPD 8031 - Leading and Managing Instructional Change♦

(5 cr.)
The politics of education come into play as leaders work to implement innovation and change within higher education organizations. Issues such as access, funding, speed of change, priorities of diverse stakeholders, the relation of work to education, the impact of technological change, and mobility of students are examined. Leaders examine change theory. Educational professionals investigate how internal and external forces impact change and consider the global challenges in leading and managing change.

Prerequisites
• EDPD 8030

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDPD 8032 - Strategic Planning and Program Evaluation in Higher Education♦

(5 cr.)
Effective leaders are expected to be creative, out-of-the-box thinkers, able to anticipate and react quickly to the ever-changing landscape of higher education. Strategic planning and program evaluation are necessary components for leading and managing successful higher education institutions. Principles of effective change process are emphasized from
both the macro- and micro-level perspectives. Developing collaborative educators in the evaluation and transformational process of strategic planning is a key objective of this course, with emphasis on in-depth analysis of the paradigms, processes, and components of change.

**Prerequisites**
- RSCH 8110C

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**EDPD 8033 - The Politics of Higher Education: Policy Development and Implementation**

(5 cr.)
This course is an introduction to the higher education politics and the policy-making process. In this course, education professionals survey the general nature of policy making with examples and readings from higher education. Key stakeholders, institutional structures, and processes in the federal, state, and local higher education policy arenas will be studied. The origins and consequences of key policy enactments affecting college access and success, instruction, performance accountability, and the economic development role of higher education are studied through scenarios and case studies.

**Prerequisites**
- EDPD 8032

**EDPD 8034 - International Education and Development**

(5 cr.)
In this course, education professionals examine theoretical approaches to the study of international education and the policy development of current topics in diverse global settings. Both case studies and practice blend in this course to prepare students to operate in the global education phenomena. Among the topics to be explored are international policy transfer, social stratification, the cultural transmission of knowledge, and the place of education in the global economy.

**Prerequisites**
- RSCH 8210C

**EDPD 8040 - Governance and Politics of Education**

(5 cr.)
In this course, education professionals develop an understanding of the political forces that shape the educational process. They engage in coursework that emphasizes
governance structures and the influences of federal, state, and local policies and decisions. They also discuss contemporary research on political power in decision-making and the role of educational leaders and managers in P–20 institutions.

Prerequisites
- EDPD 8002 or EDPD 8006

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDPD 8041 - The Economics of Education♦

(5 cr.)
Education is a critical component of individual economic success, and the P–20 education sector is a key contributor to the stability of local, state, national, and global economies. Addressing challenges related to these key ideas, education professionals in this course explore the financing and provision of education. They apply economic principles and econometrics to their understanding of educational practices and policies. They also identify research to create opportunities for improved efficiency and quality of education.

Prerequisites
- EDPD 8040

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDPD 8042 - Education Law, Policy, and Governance♦

(5 cr.)
In this course, education professionals examine legal and ethical issues within the context of an educational setting. Supporting development of their legal reasoning skills, education professionals discuss the laws and statutes that inform policy and governance of educational organizations. They also engage in assignments that emphasize the ways ethics affect decision making, professional conduct, and educational policies when analyzing critical issues in educational leadership.

Prerequisites
- EDPD 8030 or RSCH 8310C

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDPD 8043 - Policy Development and Implementation

(5 cr.)
Education policy is crucial to educational improvement and renewal throughout the P–
20 system of education. In this course, education professionals develop the skills for critical analysis of education policy at the local, state, national, and international levels. They discuss the definition and formulation of policies and they explore a wide range of topics, including the identification of and work with policy advocates, the processes of policy implementation and evaluation, and the use of logic models in the policy process.

Prerequisites
- EDPD 8044

EDPD 8044 - Leadership and Management for Change in Education

(5 cr.)
Building on the core knowledge from earlier courses, students will engage the emerging theories of leadership that reflect the current challenges in culturally responsive education, and the research on motivation and performance. The focus is on entrepreneurial and creative solutions, which reach across P–20 learning organizations to effect positive social change in education.

Prerequisites
- EDPD 8082 or EDPD 8040 or RSCH 8110C

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist (1-866-492-5336 (U.S.); 1-443-627-7222 (toll]] for more information.

EDPD 8045 - Capacity, Capability, and Sustainability

(5 cr.)
Students explore strategies to build capacity and commitment in P–20 education processes, within the context of their role as scholar-practitioners. The focus is on leadership and management for sustainable practices and policies that renew and re-energize the educational process. Included are topics that focus on group processes, grant-writing, planning models, readiness factors, implementation concerns and policies, and institutionalization issues.

Prerequisites
- RSCH 8210C

EDPD 8046 - P–20 Education Law, Policy, and Governance

(5 cr.)
In this course, education professionals examine legal and ethical issues within the context of a P–20 educational setting. Supporting development of their legal reasoning skills, education professionals discuss the laws and statutes that inform the operation of educational organizations. They also engage in assignments that emphasize the ways ethics affect decision-making, professional conduct, and educational policies when
analyzing critical issues in educational leadership.

Prerequisites
- EDPD 8082 or EDPD 8040 or RSCH 8310C

EDPD 8050 - Curriculum, Instruction, and Assessment: A Systems Perspective

(5 cr.)
Today's schools are dynamic organizations that require educators to take an iterative approach to designing curriculum, instruction, and assessment—one that responds to changing and diverse student needs, stakeholder perspectives, policies, accountability requirements, emerging technologies, family and community resources, and other internal and external forces. In this course, education professionals engage in active inquiry at the systems level and address real-world scenarios and problems. Educators can gain experience and expertise in promoting best practices in education, overcoming barriers to student learning, and involving family and community partners, all while meeting and complying with relevant policies, laws, ethical practices, and standards. Education professionals explore key components of a successful learning community, the role of a leader within a dynamic system, professional dispositions, current educational trends and issues, and how technologies are creating new opportunities for organizational change and improved student performance.

Prerequisites
- EDPD 8002 or EDPD 8006

EDPD 8051 - Data-Driven Instruction and Assessment

(5 cr.)
Using data to inform instruction, assessment, and evaluation promotes continuous improvement and student achievement. Instructional leaders must have the ability to ground current practice in data—a process that includes reviewing and discerning data, evaluating current practices, setting an appropriate vision for the future, prioritizing the work, identifying measurable goals, developing an action plan, and then monitoring the results. Education professionals in this course examine the inextricable link between instruction and assessment. They engage in a diagnostic process designed to meet diverse student and systemic needs. They also examine the role of formative and summative assessments in making instructional decisions, the various forms and purposes of assessment, and how the ongoing use of assessment data can move curriculum and instruction beyond mediocrity to support rigorous learning for all students. The effective use of instructional practices such as blended learning, the "flipped" classroom, and the appropriate use of technology to support learning is also examined.

Prerequisites
- EDPD 8050
EDPD 8052 - Evaluating Curriculum to Promote Positive Social Change

(5 cr.)
Evaluating and designing curriculum to promote positive social change requires a broad understanding of the philosophy, concerns, data, and current practices within the entire school environment. In this course, education professionals examine what it means to provide a transformative experience for students while creating conditions that facilitate deep learning. Education professionals will review and evaluate various curriculum approaches; examine the alignment of content standards; and consider the role of collaboration, community building, and power sharing to foster learner autonomy and meet the needs of an ever-increasing diverse student population. Through authentic case-study scenarios, education professionals are provided with opportunities to see the impact of curriculum design in practice. The application of a learner-centered approach to existing practice, as well as any recommendations and modifications to curriculum, learning spaces and technology, assessment, and the delivery of instruction will be applied to more effectively accommodate multiple learning needs and promote positive social change.

Prerequisites
- EDPD 8082 or EDPD 8040

 Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDPD 8053 - Program Evaluation for Continuous Improvement

(5 cr.)
Effective educational leaders must have the knowledge, skills, and dispositions to accurately and effectively evaluate programs that lead to making data-driven decisions and promote continuous improvement for all learners. In this course, education professionals use available data points and tools to evaluate the design, implementation, and program outcomes to determine a program’s impact on the learner, family, and community. The results of the program evaluation guide education professionals to develop action plans that may include the development of community outreach programs, grants, legislation/policy reform, professional development plans, or technology solutions. Through this course, education professionals build decision-making skills as they must determine whether to recommend an improvement plan of an existing program or propose a new program or initiative.

Prerequisites
- EDPD 8082 or EDPD 8040
EDPD 8054 - Examining Current Practices in Curriculum, Instruction, Assessment, and Evaluation

(5 cr.)
Effective educational leaders are well-versed in current practices of learner-centered teaching and effective learner-centered curriculum design. In this course, educators are provided with a forum for conducting and sharing in-depth content research, sharpening their doctoral-level skills, and discovering best practices and current trends for promoting effective curricular design and evaluation in the content areas. Educators are grouped by interest area and have the opportunity to collaborate with colleagues to build their content knowledge and guide their research interests. By conducting scholarly searches, evaluating dissertation and project study abstracts, and creating effective annotated bibliographies, educators will prepare for their own doctoral research and capstone project.
Prerequisites
• RSCH 8210C

EDPD 8055 - Research Development and Strategic Planning

(5 cr.)
In this course, educators examine and explore research methodologies important and unique to the field of curriculum, instruction, assessment, and evaluation. Education professionals develop skills in strategic planning; begin to align their interest area to appropriate research and evaluation methods, and select and gather appropriate methodological resources to support their interest area research. A goal of this course is for educators to delineate appropriate research-based methodologies that may apply to an area of interest for their capstone projects.
Prerequisites
• RSCH 8310C

EDPD 8060 - Issues and Trends in Reading and Literacy

(5 cr.)
Literacy may be understood in multiple ways across various settings and populations. This course is designed to lay a foundation for educators to define literacy based on historical and contemporary perspectives, sociopolitical landscape, the influence of social media and technological innovation, and influences coming from all national, state, local, and Common Core standards that influence literacy programs in P–12. Barriers to student literacy learning and ways to engage community and family involvement, as well as increasing communication, will be examined. Based on their learning in this course and drawing on professional reading and curriculum standards, education professionals will develop a plan to gain stakeholder support for improvement of curriculum and
literacy programming at the systems level.

Prerequisites
- EDPD 8002 or EDPD 8006

EDPD 8061 - Assessment and Data Analysis to Support Effective Literacy Programs

(5 cr.)
Designing literacy programs that effectively promote and support high levels of literacy proficiency requires the use of data that accurately describe the status of student, teacher, and school performance. Education professionals in this course will examine a variety of assessment tools and validity issues for addressing individual and classroom needs as well as district and state mandates. Topics include a focus on data analysis for tiered intervention decision making and the interpretation of data to drive recommendations at a systemic level. Skills of collaboration and stakeholder inclusion are examined.

Prerequisites
- EDPD 8060

EDPD 8062 - A Collaborative Approach to Literacy Across the Content Areas

(5 cr.)
Making academic content accessible and comprehensible for all learners requires specific strategies P–12 teachers need to know and be able to demonstrate. By focusing on academic language, content acquisition, and the appropriate use of technology, education professionals add to their repertoire of strategies to meet content standards for all students, including those with diverse needs, learning styles, and abilities. Education professionals will plan ways to collaborate and share knowledge with other educators within their professional setting and review and evaluate research to inform effective practices. Also addressed in this course are ways to develop programs that integrate both content and literacy objectives to better enhance the development of all learners throughout the content areas.

Prerequisites
- RSCH 8110C

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist (1-866-492-5336 (U.S.); 1-443-627-7222 (toll)) for more information.

EDPD 8063 - Reading Research Design: Analysis and Evaluation

(5 cr.)
Reading and literacy instructors use research in a variety of ways to improve schools,
student performance, and their own professional development and skills. In this course, education professionals will analyze and evaluate past and present research trends in literacy. They will study how to address relevant literacy issues and problems, become involved in collaborative inquiry, use data and research to inform their practice, improve student academic success, and contribute to positive social change in their classroom and school environments. Reading and literacy instructors will engage in effective communication of research for decision making in literacy at the program level and evaluate reflective practices as they analyze student reading research data and develop and implement data-informed decisions/actions to improve student learning and enhance professional growth.

Prerequisites
- EDPD 8062

EDPD 8064 - Literacy Interventions for Culturally and Linguistically Diverse Populations

(5 cr.)
Effective literacy instruction builds upon the cultural and linguistic backgrounds, ways of making meaning, and prior knowledge that all children bring to the classroom. For instruction to be successful, educators must spend time developing their understanding of literacy instruction as well as their awareness of their students' cultures, backgrounds, and experiences. Teachers can develop this understanding and awareness by acquiring specific knowledge bases relating to teaching in diverse classrooms. Through real-world scenarios and applications, educators will apply strategies and evaluate reading and literacy programs to meet the diverse needs of all learners enabling educators to demonstrate an awareness of students' prior learning, language, culture, family, and community values to improve teaching and learning in the area of literacy. Educators will analyze literacy theories and assess strategies for promoting equitable access to high-quality learning experiences while recognizing their own personal beliefs and biases. For instruction to be successful, educators must spend time developing their understanding of literacy instruction as well as their awareness of their students' cultures, backgrounds, and experiences.

Prerequisites
- RSCH 8210C

EDPD 8065 - Comprehensive Literacy Model for Student Improvement

(5 cr.)
Monitoring a school reading and literacy program is a systematic process of examining students' reading progress and one's instructional strategies to improve students' reading achievement. Continuous monitoring is an integral part of an effective literacy program because it enables educators to determine the most effective strategies for
teaching reading. Education professionals will analyze a variety of literacy models to determine which models best meet the needs of specific learners, families, and communities. In this course, literacy leaders will complete a literacy program evaluation and make research-based recommendations to the existing comprehensive literacy plan to include community outreach programs, professional development plans, technology solutions, grants, and/or legislation/policy reform.

Prerequisites
- RSCH 8310C

EDPD 8070 - Special Education: Exploring Theory and Practice

(5 cr.)
Special education is a dynamic field with a growing research base of best practices and changing implementation efforts for students who demonstrate a broad spectrum of adaptive and learning challenges. Special education professionals in this course explore how theoretical research in the field evolved and influenced emerging and prevalent practices in the field. Through the realistic lens of a case study, candidates will explore a range of research topics as well as investigate how research has influenced practice. Through their coursework, educators are supported in the development of skills and dispositions that will assist candidates as they envision and influence the future of special education.

Prerequisites
- EDPD 8002 or EDPD 8006

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDPD 8071 - Leading Change in Special Education: Advocacy, Policy, and Law

(5 cr.)
Leadership and advocacy go hand-in-hand when seeking to promote policies that support effective practices in education for ALL students. Through analysis and reflection, candidates can examine the evolution of special education legislation and pivotal case law and can analyze the connections among advocacy, leadership, policy, and law as it plays out in realistic scenarios. Special education professionals will also investigate change theory and leadership styles, allowing them to reflect on their own and others' paradigms in order to determine best practices to promote positive educational and social changes. They must apply leadership, advocacy, self-evaluation, and social change skill sets to current practice as they will be called upon to do in future careers. Candidates can also engage in a culminating project through which they construct a professional plan for advocacy and leadership in an area of interest that includes issues of diversity and special needs.

Prerequisites
• RSCH 8110C

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDPD 8072 - Assessment and Evaluation to Facilitate Healthy Development and Learning For All Children, Birth Through 8

(5 cr.)
To lead assessment and evaluation practices effectively for all children, birth through age 8, education professionals must be able to analyze and implement current research and practices to evaluate the effectiveness of early intervention assessment and evaluation models. Education professionals explore various types of assessment practices (i.e., formative, summative, formal, and informal assessment) as well as evaluate how they use data from these assessments to promote development, guide teaching, and monitor progress. Through an in-depth analysis of Part C regulations (birth to 3 years) and Part B requirements (3–21 years), a particular focus will be placed on assessing and evaluating children who come from cultural and linguistic diverse backgrounds as well as other external factors that need to be considered when working with children. As leaders in the field, education professionals reflect upon research and practice to foster collaborative partnerships with families and other professionals to positively influence the development of every child.
Prerequisites
• EDPD 8071

EDPD 8073 - Research Methodology: Evaluating Evidence-Based Practices in Early Childhood Special Education

(5 cr.)
Effective special education leaders must be able to reflect upon and transform research to implement effective evidence-based practices in early childhood special education. The focus is placed on practices that involve emotional, social, and behavioral strategies as well as literacy instruction. Special emphasis is given to the use of technology practices to facilitate assessment, evaluation, instruction, and professional development. Education professionals reflect on research involving culturally responsive teaching, inclusion, and family involvement. Particular attention is given to single-subject research designs that are used to study behavioral change in individuals or small groups as a result of an intervention. Topics include reliable measurement, repeated measurement, description of conditions, baseline and treatment conditions, and single-variable rules.
Prerequisites
• RSCH 8210C
EDPD 8074 - Evaluating and Sustaining Effective Practices in Early Childhood Special Education

(5 cr.)
Effectively early childhood special education leaders promote meaningful change for children with exceptionalities, foster the use of effective evidence-based practices, and sustain long-term program viability throughout diverse settings. Once effective practices are in place, they establish a clear plan for addressing program integrity and sustaining commitment to continuous improvement. Leaders need to facilitate the process of evaluating, modifying, and sustaining these effective practices. Throughout this course, education professionals examine critical components to sustain change including program evaluation, professionalism, culturally responsive practices, effective ways to work with families, and collaboration to support continuous improvement in early childhood settings.
Prerequisites
- RSCH 8310C

EDPD 8080 - Child Development in the Critical Early Years♦

(5 cr.)
Effective early childhood professionals know that respectful relationships with families provide the foundation for supporting young children’s healthy development. Candidates examine key developmental stages, from prenatal experiences to the early school years. Education professionals explore child development theory, current research in neuroscience, and social-emotional development across the early childhood years, with a special emphasis on the significant role families play in fostering healthy development. Current thinking from the fields of psychology, science, and education are integrated with global perspectives on child development. Candidates apply their knowledge to promote positive developmental outcomes for young children and their families.
Prerequisites
- EDPD 8002 or EDPD 8006

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDPD 8081 - The Language/Literacy Continuum From Birth Through Age 8♦

(5 cr.)
How does language affect the young child’s ability to think, communicate, and learn? In this course, educators explore the language and linguistic development of young children. Education professionals focus on theories of language acquisition, the nature and function of language, the relationship between language and cognition, the developmental stages of language and literacy, and the critical role of families,
communities, and educators in fostering language and literacy development from birth through age 8. Education professionals examine current research and ways early childhood professionals can support language and literacy learning for all children across the early childhood spectrum.

Prerequisites
- EDPD 8080

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDPD 8082 - Meaningful Learning Experiences in Supportive Environments

(5 cr.)
What does excellence look like in early childhood settings? What are varying perspectives on excellence in early childhood education throughout the world? What are the common elements of learning experiences and environments that provide meaning, inspire curiosity, offer safety, and encourage children to thrive? By examining the research, candidates explore current issues and trends in early childhood education such as the inclusion of national standards, project-based learning, looping, technology, and the role of play in fostering healthy development and learning. Education professionals also explore the role of families in supporting children’s learning at home and in early childhood settings as well as how to build effective partnerships with families.

Prerequisites
- EDPD 8002 or EDPD 8006

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDPD 8083 - Evaluating and Leading Effective Early Childhood Programs

(5 cr.)
What are the dispositions and responsibilities needed to be an effective professional in the early childhood field? Researchers indicate that high-quality early childhood programs result in long-term positive outcomes for children. Based on this understanding, education professionals use accreditation standards and knowledge of research-based effective practices to evaluate the effectiveness of early childhood programs. Education professionals explore multiple leadership roles in the early childhood field, analyze leadership qualities and traits, and reflect on professional growth. Specific focus is placed on effective practice related to management policies and procedures, teacher qualifications, family engagement, and community involvement.

Prerequisites
- EDPD 8082
EDPD 8084 - Early Childhood Advocacy, Policy Development, and Positive Social Change

(5 cr.)
Early childhood leaders exemplify the values and ethics of the field, act as advocates for children and families, and lead initiatives to improve policy and affect positive social change. In this course, education professionals review the history of early childhood policy changes as well as the origin of policy reform. Education professionals study the effects of global advocates and review advocacy strategies. Through the use of research, education professionals explore opportunities to become advocates in the field. They are challenged to be innovative and transformative future thinkers who are deeply committed to the well-being of young children and families.
Prerequisites
- RSCH 8210C

EDPD 8085 - Early Childhood Research Methodology

(5 cr.)
In this course, early childhood professionals examine research methodologies conducted frequently in early childhood. Particular attention is given to studies based on young children, especially those who cannot communicate. Education professionals read current research studies and dissertations to analyze methodology, paying particular attention to reliability and validity. They have the opportunity to apply the concepts studied in the course to the specific scenarios and their personal topics of interest. By the end of this course, education professionals will begin to delineate various early childhood research-based methodologies that may apply to an area of interest for their dissertations.
Prerequisites
- RSCH 8310C

EDPD 8090 - Trends and Issues in Educational Technology

(5 cr.)
Using new technologies in new ways sparks learning, creativity, and innovation. Trends and issues in educational technology are examined to discover how they influence learning and creativity in the workplace. Learners collaborate to demonstrate the evolution of a current technological trend, analyze its impact on learning and society, and evaluate the societal issues and problems caused by that trend.
Prerequisites
- EDPD 8002 or EDPD 8006

*Students may take this as a non-degree course, which means they do not have to be enrolled in a
EDPD 8091 - Creating Digital Media

(5 cr.)
The effective use of digital media in learning environments requires leaders in the field to be both consumers and creators of multimedia. Learners become knowledgeable developers of digital media by applying principles of instructional design and pedagogy to multimedia. Learners collaborate in the design and creation of digital and interactive media based on visual design principles.

Prerequisites
- RSCH 8110C

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDPD 8092 - Emerging and Future Technologies

(5 cr.)
The emergence of new technologies in the information age and beyond is dramatically changing the way people teach and learn in K–12 education, higher education, and corporations. Education professionals in this course explore new scholarship, collaborative tools, social networking, wireless and mobile technologies, creative commons, fair use, user-created content, and virtual worlds to become leaders in helping to diffuse these innovations. They also engage in a multimedia presentation to analyze obsolete technology, assess new technology, and explore projections regarding future technological movements. Through this project, education professionals are better able to conceive a world where technology is a seamless aspect of learning and work.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDPD 8093 - Leading Change

(5 cr.)
Education professionals explore topics related to leading change in an organizational setting. Human performance concerns are examined utilizing a variety of leadership approaches. Learners identify a performance gap, develop interventions, consider social change issues, and design assessments in order to develop a plan for improving performance.

Prerequisites
- EDPD 8012
EDPD 8094 - eLearning

(5 cr.)
Learners explore the theories, paradigms, trends, and issues in the field of eLearning. Research on eLearning is critiqued and analyzed as an ecosystem including an examination of K–12, higher education, corporate, and personal learning communities. Current social and geopolitical trends and their impact on eLearning are analyzed. Delivery methods, human presence, and sustainability of eLearning design are investigated. This course provides learners design and development experience through the creation of multimedia presentations in an eLearning environment.
Prerequisites
- RSCH 8210C

EDPD 8097 - Designing Instruction for eLearning

(5 cr.)
Instructional design for eLearning involves understanding effective learning experiences in digital spaces. Learners apply the principles of the community of inquiry and the engagement of the digital learner as they design an eLearning course. Mobile technologies, collaborative learning, authentic assessment, academic integrity, and meeting the needs of diverse and global students are addressed. Learners collaborate in the design and development of eLearning products and explore social change through eLearning.
Prerequisites
- EDPD 8192 or RSCH 8310C

EDPD 8098 - Current Research in Educational Technology

(5 cr.)
Learners transition from receptive learning to productive scholarship as researchers in educational technology. Learners begin to build prospectuses that are organized around solid research questions grounded in theory that are relevant to important issues in the field, use appropriate methodology, and advance social change. The ideal time to take this course is when learners have a committee chair and are beginning to plan their dissertation research.

EDPD 8113 - Tools for Doctoral Research Success

(3 cr.)
Education professionals seeking the PhD in Education degree are required to make an original contribution to the field of education. The purpose of this course is to help educators begin that process by introducing them to the steps for developing the components of the dissertation—its timeline and available resources. Education
professionals examine and analyze selected research to identify questions addressing a specific gap in the existing research literature, the framework and methodology, and other key components necessary to create scholarly research. They also explore resources such as the Writing Center and library, as well as specific tools they can use to complete the dissertation.

Prerequisites
- RSCH 8110C

**EDPD 8114 - Demystifying Doctoral Writing for Research**

(3 cr.)

Education professionals expand their knowledge of the dissertation process by reviewing tools, resources, and sample dissertations as they focus on the alignment among the identified problem, purpose, framework, research question(s), and study design. Education professionals use tools, including the appropriate rubrics and checklists, to narrow the focus of their research topic, plan a comprehensive literature review, and begin to develop their prospectus.

Prerequisites

Prerequisites may be taken concurrently.
- RESI 8402 or RESI 8402A
- RSCH 8210C or RSCH 8200C or RSCH 8210D or RSCH 8200D or RSCH 8201D
- RSCH 8310C or RSCH 8300 or RSCH 8300D or RSCH 8301N or RSCH 8310D or RSCH 8310F or RSCH 8310U

**EDPD 8192 - Innovations and the Diffusion of Learning Technologies**

(3 cr.)

Social change resulting from the integration and adoption of technological innovations is the focus of this course. Learners explore Rogers' Diffusion of Innovations Theory through first-hand experience in a simulation. Learners explore research regarding the integration of technology in the workplace or education setting to determine strategies for becoming catalysts for change. Strategies for overcoming resistance and barriers to change are analyzed.

Prerequisites
- EDPD 8091 or RSCH 8210C

**EDPD 8900 - Completing the Prospectus**

(2 cr.)

Educators in nearly all doctoral-level programs are required to complete dissertation
projects that necessitate requisite knowledge of conducting research, including the development of an appropriate research plan. In this course, education professionals utilize knowledge from previous courses to develop their prospectus—a brief document that provides preliminary information about their dissertation research to serve as a plan for developing the research proposal. They engage in a logical progression from topic conception to prospectus completion. They take their individualized topic and identify the research problem, purpose of their study, theoretical or conceptual framework, and appropriate research design, while also examining the concepts of feasibility and overall alignment of study components. Education professionals will practice evaluating their work using the same checklists and rubrics used by faculty.

**EDPD 8910 - Writing a Quality Prospectus**

(5 cr.)
Educators in nearly all doctoral-level programs are required to complete dissertation projects that necessitate requisite knowledge of conducting research, including the development of an appropriate research plan. In this course, education professionals utilize knowledge from previous courses to develop their prospectus—a brief document that provides preliminary information about their dissertation research to serve as a plan for developing the research proposal. They engage in a logical progression from topic conception to prospectus completion. They take their individualized topic and identify the research problem, purpose of their study, theoretical or conceptual framework, and appropriate research design, while also examining the concepts of feasibility and overall alignment of study components.

**Prerequisites**
- RESI 8403
- RSCH 8310C

**EDPD 8990 - Completing the Dissertation**

(5 cr. per term for a minimum of 4 quarters until completion)
Education professionals in nearly all doctoral-level programs are required to complete dissertation projects that necessitate independent application of requisite knowledge by conducting research based on close interaction with, guidance from, and supervision by an institution-approved dissertation committee. Students in each PhD program specialization are supported in the completion of their doctoral dissertation in this course. The PhD dissertation process is composed of several stages and requires levels of approval: prospectus, proposal, Institutional Review Board (IRB), Form and Style, abstract by Chief Academic Officer (CAO), and the final study. Education professionals develop and support a doctoral-level research problem and review related literature to develop a framework for their study. They move from a research problem to the purpose of the study, the framework, and then an appropriate design while examining the concepts of feasibility and overall alignment of study components. Education
professionals consider ethical feasibility issues as related to their dissertation development and proceed to data collection and analysis. They conduct an oral defense, appropriately presenting results and outcomes of the research, as well as implications for positive social change, a Walden hallmark.

Students take this course for a minimum of four quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval.

To complete a dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

EDSD 7002 - Leading the Future of Education

(5 cr.)
As an advanced graduate student, you are about to embark on one of the most exciting journeys of your life. This practical course provides meaningful skills you will need to select your path, complete your degree, and become a successful leader of educational change in the 21st century. Networking and research skills, scholarly writing, critical thinking, use of Walden resources, and the three advanced graduate paths (e.g., PhD, EdD, EdS)—this course addresses all of these in a manner that provides a solid foundation of skill sets upon which to base your journey. You will find a balance of assignments (e.g., case studies, discussions, application assignments) that will ignite your passion for learning, allow you to collaborate with others, and guide your current and future work. This course is designed to reflect Walden's social change mission and provide you with meaningful tools for success as an advanced graduate student.

EDSD 7006 - Leading the Future of Education♦

(5 cr.)
As an advanced graduate student, you are about to embark on one of the most exciting journeys of your life. This practical course provides meaningful skills you will need to select your path, complete your degree, and become a successful leader of educational change in the 21st century. Networking and research skills, scholarly writing, critical thinking, use of Walden resources, and the three advanced graduate paths (e.g., PhD, EdD, EdS)—this course addresses all of these in a manner that provides a solid foundation of skill sets upon which to base your journey. You will find a balance of assignments (e.g., case studies, discussions, application assignments) that will ignite your passion for learning, allow you to collaborate with others, and guide your current and future work. This course is designed to reflect Walden's social change mission and provide you with meaningful tools for success as an advanced graduate student.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a
EDSD 7010 - Collaborative Communication for Administrators♦

(5 cr.)
Effective education leaders work to foster a community of collaboration in which all stakeholders strive to develop a shared understanding of and commitment to making sure that every student learns and succeeds. Education professionals in this course explore the characteristics of effective collaborative leaders, including the ability to foster collaborative problem solving and decision making. They learn how to model open and responsive communication as well as how to use tools to ensure that such collaboration is the common process within the school and throughout the school community. They also explore the role of schools in communicating with and drawing upon community resources of various types, including public agencies and organizations that serve youth and families. Through this course, education professionals work toward establishing the personal, ethical, and moral platforms to become effective leaders who model and promote ethical and productive civic behavior. Education professionals will develop and refine their skills as collaborative leaders in the school community.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDSD 7011 - School Organizational Dynamics: Policies and Law♦

(5 cr.)
Educators in this course study selected general legal principles, case and statute law, and law-making agencies that impact leaders and their educational institutions. Key content areas include but are not limited to the legal status of the local school district; the role of federal, state, and local governments that may apply; governance of schools; and policies, rules, and regulations. Education professionals in the course will also cover and develop a practical understanding of the legal rights, responsibilities, and obligations of administrators, teachers, students, parents, and school boards; community education; civil rights; collective bargaining, torts and contracts, and legal research; as well as the development of policy to meet regulations and other provisions. School administrators have an opportunity to become more knowledgeable about finding resources to help them address legal matters as they evolve. Educators will gain the basic knowledge to help develop policy statements as related to their school and to the district as a whole.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDSD 7012 - Understanding School Budgets and Allocating Resources♦

(5 cr.)
Research on effective schools provides guidance on the most productive ways to
organize time, people, money, technology, and other resources. To use these resources most effectively, leaders need to have a strategy that defines the most important priorities, the overall educational design, and the organizational structures that best match the necessary goals for improvement. Education professionals will study and interpret budget documents as they relate to the district at large and then to their portion of the budget as a school. Education leaders will research about writing and seeking grants to enhance a school's or district's options to improve student learning. Effective leaders need to be able to link whole-school strategic plans to effective instructional practices and improved use of time and money. Education leaders must focus on school improvement, improving teaching quality, and organizing and allocating staff and other resources in the most effective way to continuously improve student performance.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist (1-866-492-5336 (U.S.); 1-443-627-7222 (toll)) for more information.

EDSD 7013 - Creating and Maintaining Safe, Effective, and Positive Learning Environments

(5 cr.)
Effective education leaders demonstrate and collaboratively develop capabilities to foster cultures for learning based on mutual respect among students, teachers, staff, parents, and the larger community. Strategies for fairly and effectively administering discipline and resolving conflict are addressed. This course is intended to help leaders understand and treat individual and group differences and potential conflict as opportunities for developing the dispositions, knowledge, and skills that result in social competencies essential to civic participation and interpersonal effectiveness in school and beyond. Education leaders will leave with the knowledge gained from a better understanding of how to address disruptive student behavior and how to deescalate conversations as well as confrontations that are an everyday reality in the school setting. Leaders will also study issues related to safety and violence in schools, considering both methods of prevention and ways to respond to unsafe and violent situations. They can learn how to call upon district and community resources to preserve safety and well-being of the school's population of students and personnel.

EDSD 7014 - Recruiting and Retaining Effective School Personnel

(5 cr.)
Education leaders study human resources policies and practices for recruiting, selecting, hiring, inducting, developing, evaluating, and retaining or dismissing school personnel. Identifying teachers' needs for professional growth is important, but leaders must also ensure that teachers have the opportunity and motivation to use their professional expertise and to participate in ongoing substantial professional development focused on enhancing the learning of every student. Education leaders have the opportunity to
evaluate school personnel and ensure teachers are utilized in their areas of strength within the school, and that teachers also receive support and training in any needed areas to promote student learning. They can become knowledgeable about how to hire and retain their novice teachers in order to reduce teacher turnover. As well, school leaders must be able to identify characteristics of productive teacher evaluation processes and programs; distinguish between supervising teaching and supervising learning; and utilize a process and structure for evaluating school personnel that is productive and supportive, motivates improvement, results in retention of highly competent staff members, embodies standards of due process, and takes into account the provisions of the contractual agreements for staff.

EDSD 7040 - The Community College—Historical Context and Critical Issues

(5 cr.)
The rise of community colleges following World War II added a new egalitarian dimension to higher education. In this course, educators explore how the various components of the community college history and mission changed the face of postsecondary education, giving rise to workforce development, developmental education, and continuing education, in addition to academic transfer programs. Best practices for governance of community colleges as well as contemporary issues such as the completion agenda, dual-credit courses for high school students, and articulations with 4-year institutions are explored.

EDSD 7044 - Leadership and Management for Change in Education

(5 cr.)
Building on the core knowledge from earlier courses, students will engage the emerging theories of leadership that reflect the current challenges in culturally responsive education, and the research on motivation and performance. The focus is on entrepreneurial and creative solutions, which reach across P–20 learning organizations to effect positive social change in education.

EDSD 7050 - Curriculum, Instruction, and Assessment: A Systems Perspective

(5 cr.)
Today's schools are dynamic organizations that require educators to take an iterative approach to designing curriculum, instruction, and assessment—one that responds to changing and diverse student needs, stakeholder perspectives, policies, accountability requirements, emerging technologies, family and community resources, and other internal and external forces. In this course, education professionals engage in active inquiry at the systems level and address real-world scenarios and problems. Learners can gain experience and expertise in promoting best practices in education, overcoming barriers to student learning and involving family and community partners, all while meeting and complying with relevant policies, laws, ethical practices, and standards.
Education professionals explore key components of a successful learning community, the role of a leader within a dynamic system, professional dispositions, current educational trends and issues, and how technologies are creating new opportunities for organizational change and improved student performance.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**EDSD 7051 - Data-Driven Instruction and Assessment**

(5 cr.)
Using data to inform instruction, assessment, and evaluation promotes continuous improvement and student achievement. Instructional leaders must have the ability to ground current practice in data—a process that includes reviewing and discerning data, evaluating current practices, setting an appropriate vision for the future, prioritizing the work, identifying measurable goals, developing an action plan, and then monitoring the results. Education professionals in this course examine the inextricable link between instruction and assessment. They engage in a diagnostic process designed to meet diverse student and systemic needs. They also examine the role of formative and summative assessments in making instructional decisions, the various forms and purposes of assessment, and how the ongoing use of assessment data can move curriculum and instruction beyond mediocrity to support rigorous learning for all students. The effective use of instructional practices such as blended learning, the "flipped" classroom, and the appropriate use of technology to support learning is also examined.

**EDSD 7052 - Curriculum Design to Promote Social Change**

(5 cr.)
Meaningful and engaging learning occurs when curriculum extends beyond the classroom to promote a climate for social change. In this course, education professionals will use a documentary case scenario to evaluate the use of service learning as a tool for connecting the curriculum to real-world experiences, while also supporting the community and its citizens. Educators will select an appropriate learner-centered curriculum model, design an interdisciplinary service project, and prepare a presentation for stakeholders' consideration, illustrating the potential of service learning as a catalyst for bringing a learner-centered curriculum, citizenship, and standards to life.

**EDSD 7060 - Issues and Trends in Reading and Literacy**

(5 cr.)
Literacy may be understood in multiple ways across various settings and populations. In this course, a foundation will be laid for educators to define literacy based on historical and contemporary perspectives, the sociopolitical landscape, the influence of social media and technological innovation, and influences coming from national, state, local,
and Common Core standards. Educators will examine ways to overcome barriers to student literacy learning and develop techniques to improve communication and increase community and family involvement. Based on what they learn in this course and drawing on professional reading and curriculum standards, education professionals will develop a plan to gain stakeholder support for the improvement of curriculum and literacy programming at the systems level.

**EDSD 7061 - Assessment and Data Analysis to Support Effective Literacy Programs**

(5 cr.) Designing literacy programs that effectively promote and support high levels of literacy proficiency requires the use of data that accurately describe the status of student, teacher, and school performance. Education professionals in this course can examine a variety of assessment tools for addressing individual and classroom needs while meeting district and state mandates. Topics include data analysis for tiered intervention decision making and the interpretation of data to drive recommendations at a systemic level. Educators will develop skills to facilitate collaboration and stakeholder inclusion.

**EDSD 7062 - A Collaborative Approach to Literacy Across the Content Areas**

(5 cr.) Making academic content accessible and comprehensible for all learners requires specific strategies PreK–12 teachers need to know and be able to demonstrate. By focusing on academic language, content acquisition, and the appropriate use of technology, education professionals add to their repertoire of strategies to meet content standards for all students, including those with diverse needs, learning styles, and abilities. Education professionals can plan ways to collaborate and share knowledge with other educators within their professional setting and review and evaluate research to inform effective practices. Through this course, educators also address ways to develop programs that integrate both content and literacy objectives to better enhance the development of all learners throughout the content areas.

**EDSD 7070 - Special Education: Exploring Theory and Practice**

(5 cr.) Special education is a dynamic field with a growing research base of best practices and changing implementation efforts for students who demonstrate a broad spectrum of adaptive and learning challenges. Special education professionals in this course explore how theoretical research in the field evolved and influenced emerging and prevalent practices in the field. Through the realistic lens of a case study, candidates will explore a range of research topics as well as investigate how research has influenced practice. Through their coursework, educators are supported in the development of skills and dispositions that will assist candidates as they envision and influence the future of special
EDSD 7071 - Leading Change in Special Education: Advocacy, Policy, and Law

(5 cr.)
Leadership and advocacy go hand-in-hand when seeking to promote policies that support effective practices in education for ALL students. Through analysis and reflection, candidates can examine the evolution of special education legislation and pivotal case law and can analyze the connections among advocacy, leadership, policy, and law as it plays out in realistic scenarios. Special education professionals will also investigate change theory and leadership styles, allowing them to reflect on their own and others’ paradigms in order to determine best practices to promote positive educational and social changes. They must apply leadership, advocacy, self-evaluation, and social change skill sets to current practice as they will be called upon to do in future careers. Candidates can also engage in a culminating project through which they construct a professional plan for advocacy and leadership in an area of interest that includes issues of diversity and special needs.

EDSD 7072 - Research Methodology for Special Education

(5 cr.)
In this course, special educators examine research methodologies important and unique to the field of special education. Particular attention is given to single-subject research designs that are used to study behavioral change in individuals or small groups as a result of an intervention. Topics include reliable measurement, repeated measurement, description of conditions, baseline and treatment conditions, and single-variable rules. Candidates will apply the concepts studied in the course to the special education case study. By the end of this course, candidates will begin to delineate various special education research-based methodologies that may apply to an area of interest for their capstone projects.

EDSD 7073 - Designing Specialized Instruction for Diverse Learners

(5 cr.)
Whether practicing in a school, university, or other professional settings, special educators are called upon to implement data-driven assessments in order to plan and implement individualized instructional plans for students with diverse learning and social challenges. In this course, educators review research and practice specific to specialized instruction for students with disabilities in language, reading, writing, math, and content.
areas. Topics also include effective practices for instruction and evaluation for students with social-emotional and behavioral needs, including applied behavior analysis, positive behavioral interventions, and skill building. Related brain-based research will be examined, as well as assistive technologies and methods of delivery, whether in individual, small group, or inclusive settings.

EDSD 7074 - Implementing Effective School-Wide Intervention Models

(5 cr.)
Special educators must be prepared with valid and reliable assessment data in order to recommend and implement sound, research-based intervention models. In this course, educators examine problem-solving best practices for using data to identify students at risk of academic, social, or emotional difficulties. Candidates can also study methods of disability identification and monitoring student progress, and data-based decision making for instruction, universal instruction, and interventions useful for all students. Professional development for general and special education teachers and the role of caregivers (e.g., parents, families, guardians) will be explored. Functional behavioral assessment is examined as an evaluation tool for understanding behavior, and effective practices for school-wide positive behavioral support (SWPBS) are also explored.

EDSD 7075 - Sustaining and Supporting Effective Practices in Special Education

(5 cr.)
Effective special education leaders promote meaningful change for students with diverse learning and social needs, foster the use of effective practices, and sustain long-term program viability throughout diverse settings. Once effective practices are in place, they establish a clear plan for addressing program integrity and sustaining commitment to continuous improvement. Throughout this course, candidates can examine critical components to sustain change, including program evaluation, professionalism, culturally responsive practices, and policy to support continuous improvement.

EDSD 7080 - Child Development in the Critical Early Years♦

(5 cr.)
Effective early childhood professionals know that respectful relationships with families provide the foundation for supporting young children's healthy development. Candidates examine key developmental stages, from prenatal experiences to the early school years. Education professionals explore child development theory, current research in neuroscience, and social-emotional development across the early childhood years, with a special emphasis on the significant role families play in fostering healthy development. Current thinking from the fields of psychology, science, and education are integrated with global perspectives on child development. Educators apply their knowledge to promote positive developmental outcomes for young children and their families.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a
EDSD 7081 - The Language/Literacy Continuum From Birth Through Age 8

(5 cr.)
How does language affect the young child’s ability to think, communicate, and learn? In this course, educators explore the language and linguistic development of young children. Education professionals focus on theories of language acquisition; the nature and function of language; the relationship between language and cognition; the developmental stages of language and literacy; and the critical role of families, communities, and educators in fostering language and literacy development from birth through age 8. Education professionals examine current research and ways early childhood professionals can support language and literacy learning for all children across the early childhood spectrum.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDSD 7082 - Meaningful Learning Experiences in Supportive Environments

(5 cr.)
What does excellence look like in early childhood settings? What are varying perspectives on excellence in early childhood education throughout the world? What are the common elements of learning experiences and environments that provide meaning, inspire curiosity, offer safety, and encourage children to thrive? By examining the research, candidates explore current issues and trends in early childhood education such as the inclusion of national standards, project-based learning, looping, technology, and the role of play in fostering healthy development and learning. Education professionals also explore the role of families in supporting children’s learning at home and in early childhood settings as well as how to build effective partnerships with families.

EDSD 7083 - Assessment Practices to Promote Healthy Development and Learning

(5 cr.)
How can early childhood professionals ensure that assessment not only evaluates development and learning but also promotes children’s growth? What kinds of assessments are appropriate and effective for very young children as well as those throughout the primary grades? Educators explore formative, summative, formal, and informal assessment as well as the use of these assessments to promote development and guide teaching and learning. Education professionals reflect on the many ways they use assessment on a daily basis, and discuss strategies for communicating assessment
processes and results. Educators review current research regarding culturally responsive assessments, assistive technology, and international perspectives.

**EDSD 7084 - Evaluating and Supporting Early Childhood Programs**

(5 cr.)
Researchers indicate that high-quality early childhood programs result in long-term positive outcomes for children. Early childhood professionals have a deep understanding of the developmental domains and content areas of early childhood. Based on this understanding, educators use professional accreditation standards to evaluate the effectiveness of early childhood programs. Professionals learn how to evaluate programs for research-based, effective practices that promote healthy development and learning from birth through age 8. Specific focus is placed on effective practice related to management policies and procedures, teacher qualifications, family engagement, and community involvement.

**EDSD 7085 - Inspired Leadership, Informed Advocacy, and Improved Policy**

(5 cr.)
What are the dispositions and responsibilities needed to be an effective professional in the early childhood field? Early childhood leaders exemplify the values and ethics of the field, act as advocates for children and families, and lead initiatives to improve policy and effect positive social change. In this course, education professionals study leadership theory, advocacy strategies, and early childhood policy systems. Educators explore multiple leadership roles in the early childhood field, analyze leadership qualities and traits, reflect on professional growth, and continue to refine research interests. Educators are challenged to be innovative and transformative future thinkers who are deeply committed to the well-being of young children and families.

**EDSD 7090 - Trends and Issues in Educational Technology♦**

(5 cr.)
Using new technologies in new ways sparks learning, creativity, and innovation. Trends and issues in educational technology are examined to discover how they influence learning and creativity in the workplace. Learners collaborate to demonstrate the evolution of a current technological trend, analyze its impact on learning and society, and evaluate the societal issues and problems caused by that trend.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**EDSD 7091 - Creating Digital Media♦**

(5 cr.)
The effective use of digital media in learning environments requires leaders in the field
to be both consumers and creators of multimedia. Learners become knowledgeable developers of digital media by applying principles of instructional design and pedagogy to multimedia. Learners collaborate in the design and creation of digital and interactive media based on visual design principles.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDSD 7092 - Innovations and the Diffusion of Learning Technologies♦

(5 cr.)
Social change resulting from the integration and adoption of technological innovations is the focus of this course. Learners explore Rogers' Diffusion of Innovations Theory through first-hand experience in a simulation. Learners explore research regarding the integration of technology in the workplace or education setting to determine strategies for becoming catalysts for change. Strategies for overcoming resistance and barriers to change are analyzed.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDSD 7093 - Leading Change

(5 cr.)
Education professionals explore topics related to leading technological change in an organizational setting. Human performance concerns are examined utilizing a variety of leadership approaches. Learners identify a performance gap, develop technological interventions, consider social change issues, and design assessments in order to develop a plan for improving performance.

EDSD 7101 - Learner-Centered Curriculum♦

(5 cr.)
Designing curricula with rigor, relevance, and results requires broad understanding of the key concepts behind each of these attributes and a clear focus on how best to maximize the learning and potential of PreK–12 learners. In this course, education professionals examine what it means to design a learner-centered curriculum that enhances student engagement and involvement, provides a transformative experience for students, and creates conditions that facilitate deep learning. Education professionals examine the alignment of content standards and design models as well as the role of collaboration and community building, power sharing to foster learner autonomy, problem solving, material that is socially relevant, and ongoing assessment to meet the needs of an increasingly diverse student population. Authentic case-study scenarios provide opportunities for educators to see curriculum design in practice, use existing data to redesign and adapt curriculum, and create learning spaces that accommodate
multiple learning needs.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDSD 7102 - Promoting the Success of Diverse Learners♦

(5 cr.)
Student diversity comes in many different forms (e.g., linguistic, cultural, socioeconomic, academic, emotional, aesthetic), and effective educators have the knowledge, skills, and dispositions to value the richness this diversity brings and enhance learning in their education setting. By applying strategies and evaluating programs and initiatives to meet the diverse needs of all learners, educators can demonstrate an awareness of students' prior learning, language, culture, family, and community values to improve teaching and learning. Through real-world scenarios and applications, educators will assess strategies for promoting equitable access to high-quality learning experiences while recognizing their own personal beliefs and biases. Education professionals will also explore current and effective practices for working with diverse learners and providing productive learning environments for all students. Through the use of appropriate materials and technologies, educators will evaluate curriculum, instruction, and assessment, promoting learning for all students.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDSD 7103 - eLearning

(5 cr.)
Educators explore the theories, paradigms, trends, and issues in the field of eLearning. Research on eLearning is critiqued and analyzed as an ecosystem, including an examination of K–12, higher education, corporate, and personal learning communities. Current social and geopolitical trends and their impact on eLearning are analyzed. Delivery methods, human presence, and sustainability of eLearning design are investigated. Through this course, educators are provided with design and development experience through the creation of multimedia presentations in an eLearning environment.

EDSD 7106 - Program Evaluation for Continuous Improvement

(5 cr.)
Effective educational leaders must have the knowledge, skills, and dispositions to evaluate programs and make data-driven decisions to promote continuous improvement for all learners. In this course, education professionals use available data points and tools to evaluate the design, implementation, and program outcomes to determine a program’s impact on the learner, family, and community. The results of the program
evaluation may lead educational professionals to develop action plans that include the development of community outreach programs, grants, legislation/policy reform, professional development plans, or technology solutions. Through this course, education professionals are helped to determine whether to recommend an improvement plan on an existing program or propose a new program or initiative.

**EDSD 7107 - Designing Instruction for eLearning**

(5 cr.)
Instructional design for eLearning involves understanding effective learning experiences in digital spaces. Educators apply the principles of the community of inquiry and the engagement of the digital learner as they design an eLearning course. Mobile technologies, collaborative learning, assessment, academic integrity, and meeting the needs of diverse and global students are addressed. Educators collaborate in the design and development of eLearning products and explore social change through eLearning.

**EDSD 7410 - Creativity and Innovation**

(5 cr.)
Creativity and critical thinking are driving forces behind human innovation and progress. In this course, educators explore theories, models, and roles of creativity and innovation in society and learning environments. They reflect on the risks and rewards associated with creativity and critical thinking, while employing approaches for idea creation focusing on originality and inventiveness.

**EDSD 7411 - Authentic Assessment**

(5 cr.)
Innovative learning requires creative assessment strategies to evaluate student learning within real-world and simulated environments. Through the use of reverse design, educators will create authentic assessments for a learning culture that emphasizes creativity, innovation, and critical thinking. In addition, approaches for using assessment data to effect change will be explored. Methods of inquiry designed to inform and improve learning and instruction to address new trends, including the latest tools and technologies, will be examined.

**EDSD 7412 - Innovative Curriculum**

(5 cr.)
Innovative curriculum evolves and changes in anticipation of learner needs. The focus of this course is on research-based processes and a variety of models used to design innovative curriculum to support learning across the lifespan and within diverse contexts. Strategies for aligning strong content with formalized standards and goals
within the learning environment will be explored. The contributing roles of instruction, technology, and globalization will set the context for this course of study.

EDSD 7900 - EdS Capstone Project: Creating and Supporting Effective Educational Practices

(5 cr.)
Effective education leaders promote meaningful change for all students, foster the use of effective practices, and sustain long-term program viability in diverse educational settings. Throughout the program course sequence, educators examine critical components to create and support continuous improvement. These skill sets are applied in this capstone course as educators create a project that promotes meaningful education and social change. Working in a consultative role as a school or district professional, the educator engages in a project to identify a problem within his or her academic and/or work environment and propose a solution in the form of draft recommendations for the school, district, or educational setting. Additionally, the educator projects how the proposed recommendations, if implemented, would be evaluated and sustained. A Capstone Project Rubric is used to guide in project development and evaluation.

EDUC 1001 - Introduction to Education♦

(5 cr.)
This course is an overview of the field of early care and education. Education professionals engage in assignments that emphasize the elements of high-quality programs, governing standards and regulations, and historical perspectives. They engage in peer discussions on a range of topics, such as the nature of infant care and education, learning through play, quality education and teaching, the definition of education, and current issues affecting education. Education professionals gain further insight into the profession of teaching and working with children through interviews with teachers of various age groups. Additionally, education professionals explore career options and consider what it means to be a professional in the field of early care and education.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 1002 - Pioneers and Philosophies of Education♦

(5 cr.)
Current perspectives on education and methods of teaching are rooted in history and philosophy as far back as the ancient Greeks. In this course, education professionals explore thinkers, philosophies, and educational programs that have influenced current ideas about effective practices in teaching, including tapping into different forms of intelligence and applying new methods for assessment. Education professionals critically examine educational philosophies and methods in light of current social, political, and
economic forces impacting children, families, and the field. Through coursework and discussions, education professionals begin to develop a reasoned, coherent personal philosophy of education as a basis for ethical and professional practice and decision making.

& Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 1003 - Educational Psychology♦

(5 cr.)
How might social class, ethnicity, and gender impact children's learning? Education professionals in this course have the opportunity to answer such questions through the exploration of psychological concepts and theories as they relate to the field of early care and education. Education professionals examine behavioral, cognitive, social, and constructivist views of learning. They engage in conceptual and applied assignments that emphasize research-based principles as well as implications of these principles on child development, learning, teaching, and assessment. Moreover, they share perspectives and delve deeper into content through weekly discussions on a variety of topics, such as helping children develop and learn, defining intelligence, fostering resilience, analyzing learning experiences, and using motivation theories and principles.

& Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 1004 - Child Development♦

(5 cr.)
In this course, education professionals have an overview of physical, cognitive/language, and social and emotional development in children from birth through adolescence. Education professionals examine prevailing philosophies and theories of child development and form their own child development philosophy. Through an exploration across various developmental domains and stages, education professionals investigate the latest research and thinking in regard to conditions that affect children's learning and development, such as risk factors, developmental variations, temperament, rate of maturation, innate abilities, culture, family, community, and societal influences.

& Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 1005 - Child Health, Safety, and Nutrition♦

(5 cr.)
Growth and development in young children are influenced by many factors, including nutrition, safety, and health. Education professionals in this course learn about these factors and examine the professional's role in supporting children's healthy development.
within the context of early childhood care and education as well as in family and community settings. They also assess and discuss the prevention of health problems common to young children, methods of promoting wellness and fitness, child safety, emergency preparedness and procedures, and child mental health.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.);1-443-627-7222 (toll)] for more information.

EDUC 1005TL - Health and Safety for Young Children [Tempo Learning®-Specific Course]

(5 cr.)
Keeping children safe and promoting their healthy development—physically and emotionally—is both a privilege and responsibility of every early childhood professional. In this course, educators' time is well spent learning principles of healthy nutrition; factors that support physical and mental health; developmentally appropriate strategies to promote physical activity; guidelines and procedures to ensure children’s safety; and ways to promote wellness in children and families.

Note: This version of EDUC 1005 is only available as part of specific competency-based Tempo Learning® programs.

EDUC 1006 - Child, Family, and Community Relationships

(5 cr.)
Complex events, such as divorce, child abuse and neglect, and illness and death of family members, are common occurrences in today’s society. This course is a survey of the ways in which professionals and families work together in supporting child and family resiliency within the context of these complex issues. Education professionals explore formal and informal communication strategies; family participation in group settings; family education; advocacy for families; and the impact of family, culture, and community on children’s development and learning within early childhood programs. Through this course, education professionals have the opportunity to gain the communication and conflict-management skills needed to prepare for future professional challenges in the field of education.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.);1-443-627-7222 (toll)] for more information.

EDUC 1011 - Making Connections: The Early Childhood Field

(2 cr.)
In this course, education professionals explore the early childhood field and related themes, issues, and controversies. Education professionals make connections between key topics and their own personal experiences, interests, and aspirations; coursework; current research; real-world early childhood settings; and future trends, challenges, and
possibilities within the field of early care and education. They investigate professional organizations and research information on early childhood career opportunities. They also reflect on prior knowledge as well as knowledge gained throughout the course in regard to what it means to be a professional in the field of early education.

EDUC 1012 - Making Connections: The Developing Child

(2 cr.)
Education professionals in this course focus on the themes, issues, and controversies related to child development. They make connections between key topics and their own personal experiences, interests, and aspirations; other coursework; current research; real-world early childhood settings; and future trends, challenges, and possibilities related to the developing child. Education professionals research and analyze information on brain development, which they use to develop a presentation that could be used to inform stakeholders, such as parents and colleagues. Through this and other assignments designed to provide practical application of content, they summarize their understanding of the developing child, including areas in which they hope to learn more.

EDUC 1013 - Making Connections: The Well-Being of Children

(2 cr.)
Children’s overall well-being is related not only to their health and safety but also to quality relationships among early childhood professionals, family, and community members. In this course, education professionals examine themes, issues, and challenges related to the fostering of children's overall well-being. They make connections between key topics and their own personal experiences, interests, and aspirations; other coursework; current research; real-world early childhood settings; and future trends, developments, and possibilities related to healthy growth and development within early childhood, family, and community settings. Additionally, education professionals assess and discuss resources in the area of early childhood education to further their professional development.

EDUC 1014 - Understanding Today's Instructional Environments

(5 cr.)
Learning in the 21st century can take place anytime and anywhere. This course is an overview of the various settings in which teaching and learning occur. Education professionals explore the dynamics of traditional face-to-face, hybrid, and online instructional environments found in such areas as corporate training, higher education, K–12 education, government, healthcare, and nonprofit organizations. Applying course concepts and theories, education professionals construct a concept map of important categories and characteristics of learners. They also compare components of various learning environments and structure them for effective learning and engagement.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a
EDUC 1015 - How People Learn♦

(5 cr.)
Humans are complex, and many factors influence the ways in which they learn. In this course, education professionals examine the major theories of how humans learn, including behaviorism, constructivism, and emerging theories based on brain research. They also explore the concepts of multiple intelligences and learning styles, as well as the influences of emotion, culture, and motivation on the learning process. Employing course concepts and principles, education professionals apply learning theories to learning experiences and analyze themselves as adult learners. They also discuss a variety of topics, such as the learning process, social learning theories and online learning, factors that affect online learning, and adult learners and online learning.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 1016 - Foundations of Educational Studies♦

(5 cr.)
Education is a core value in our society. The types of educational opportunities available, the manner in which they are made available, and the ways in which people participate have changed drastically over time. In this course, education professionals explore the structure and history of educational systems in the United States, the wide variety of settings in which learning occurs, and how the role of education in society has changed over time. They also explore the multiple career paths available to them in the field of education.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 1101TL - Becoming an Early Childhood Professional [Tempo Learning®-Specific Course]

(5 cr.)
Early childhood professionals are grounded in the historical and pedagogical foundation that built a field committed to fostering positive outcomes for young children and families. In this course educators explore the evolution of the field through theories and practitioners. They will also delve into the role, responsibilities, roles, ethics, resources, and current issues and trends that not only inform professional growth but also offer critical perspectives to inform their identities as early childhood professionals.

Note: This version of EDUC 1101 is only available as part of specific competency-based Tempo Learning® programs.
EDUC 1102TL - Early Childhood Development [Tempo Learning®-Specific Course]

(5 cr.)
A baby brightens when she hears a loving voice. A toddler takes a deep breath as he risks jumping into a pile of leaves. A preschooler writes her first word: me. How does development happen and what makes each child similar and unique? Content included in this course can increase educators’ knowledge of the milestones, unique qualities, and influencing factors that help determine who young children are and how caring adults can foster their healthy development and learning.

Note: This version of EDUC 1102 is only available as part of specific competency-based Tempo Learning® programs.

EDUC 2001 - Language Development♦

(5 cr.)
In this course, education professionals focus on the theories of language acquisition and language development of young children from infancy through preschool. Education professionals explore how children acquire and develop language, and they gain an understanding of emergent reading and writing. They engage in coursework that emphasizes bilingualism, atypical speech and language development, and the impact of culture and environment on language. Additionally, education professionals make connections between course concepts and share ideas and perspectives through weekly discussions on a range of topics, such as language and the brain, adult roles in language development, early literacy, and challenges for second-language learners, among others.

◊ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 2002 - Children's Literature♦

(5 cr.)
Children's literature can delight and inspire young readers as well as promote respect for diversity. In this survey course, education professionals focus on the power and quality of children's literature from birth through adolescence. Education professionals explore a wide variety of genres and learn the characteristics of high-quality literature. They gain practical experience critically evaluating and selecting books from various genres for specific age groups. They also learn about prominent authors, illustrators, and book awards.

◊ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 2003 - Human Development♦

(5 cr.)
To fully appreciate and understand ourselves and others, we must have a basic
understanding of human cognitive, emotional, and social development. In this course, education professionals examine the basic developmental stages that all humans undergo throughout their lifespan, from infancy to adulthood. They explore these topics with consideration to issues of gender, ethnicity, social class, and culture. Applying course concepts and theories, education professionals engage in an integrative project through which they create a character for whom they map human development and progress benchmarks from infancy through early adulthood. Through this project, they gain a deeper understanding of life-span development and major theories used to view human development.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 2004 - Literacy in the 21st Century♦

(5 cr.)
The technology-centered and information-rich world in which we live and work requires an expanded definition of what it means to be literate. Education professionals in this course examine the skills and strategies necessary for success in a digital information society. They explore multimedia and Internet technologies that enhance learning by facilitating collaboration, communication, and problem solving. Education professionals apply 21st-century literacy skills through a collaborative project in which they research a topic within the current field of literacy; they communicate their findings in a multimedia presentation.

Prerequisites
- EDUC 1014

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 2011 - Making Connections: The Foundations of Literacy

(2 cr.)
Education professionals in this course explore the themes, issues, and developments in the foundations of literacy. They make connections between key topics and their own personal experiences, interests, and aspirations; other coursework; current research; real-world early childhood settings; and future trends, challenges, and possibilities within the fields of language development and children’s literature. Demonstrating knowledge of key concepts and theories, education professionals engage in written assignments designed to provide practical application of course content on a variety of topics, such as the benefits and impact of literacy, how literacy serves as a tool of social equity, and strategies to support family literacy and literacy programs.

EDUC 2012 - Understanding and Valuing Creativity♦

Walden University Catalog (March 2022)
Innovating and risk taking, critical thinking and problem-solving, and communicating and collaborating—all of these are essential skills for the 21st century, and all are intrinsically linked to creativity. Education professionals in this course explore the abundant meanings, value, and applications of creativity as they pertain to learning and life. They consider how encouraging and celebrating creativity in themselves, their colleagues, and today's learners can benefit society. They achieve understanding through an integrative, collaborative wiki project through which they develop a definition of creativity based on theories and philosophical viewpoints, determine how creativity develops throughout the lifespan, describe how to foster creativity in others, and develop creative techniques to solve problems and promote critical thinking.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 2102TL - Children With Exceptionalities [Tempo Learning®-Specific Course]

How can educators support the healthy development of every child? What do educators need to know to better understand what it means to have an exceptionality (or disability) at a very early age? This course offers insights into the legal and procedural requirements for supporting young children and their families; underscores the importance of early intervention; and explains the characteristics of children and services integral to fostering healthy development and learning.

Note: This version of EDUC 2102 is only available as part of specific competency-based Tempo Learning® programs.

EDUC 2400 - The Professional Educator

Lifelong learning and professionalism are key components of effective teaching. As teacher candidates begin their professional program of study, they review the program requirements including field experience responsibilities and major assessments. Teacher candidates study the dimensions of teacher professionalism through the eyes of social change. After reviewing the code of ethics from a practitioner viewpoint, historical theorists, court cases, and trends in education, candidates focus on what is required to be successful in 21st century schools. This includes an analysis of multiple technological frameworks, and candidates use these frameworks in multiple ways throughout the course. Through readings, voices from the field, virtual field experiences, and reflective experiences, each candidate begins to consider his/her personal philosophy.

Prerequisites
- ENGL 1010
- Math-Algebra
EDUC 2401 - Diverse and Exceptional Learners in the Elementary Classroom

(5 cr.)
The dynamics of today's classroom are unique and challenging for teachers and learners. Education professionals in this course explore and analyze issues, complexities, and responsibilities associated with the field of education in the 21st century, including providing equal educational opportunities for all learners, regardless of their abilities and differences. They examine many factors influence learning, including individual experiences, abilities, talents, prior learning, language, culture, and family and community values. Education professionals study special education laws and policies; language diversity; and multiple intelligences. They also address learning theory, diverse learning styles, and practical instructional strategies, and they acquire theoretical and practical knowledge about today's classroom as well as the family and community contexts that influence children’s learning and development.

Prerequisites
• EDUC 2400

EDUC 2402 - Exploring Dimensions of Literacy K–6

(5 cr.)
In this course, education professionals learn theories, principles, practices, and strategies to support literacy development in the elementary grades. Candidates learn about early literacy development including phonological awareness, concepts of print, and phonics. Strategies for developing vocabulary, comprehension, fluency, writing, content-area literacy, and media literacy are also explored. Through course readings and virtual field experiences, candidates analyze literacy instruction and identify research-based principles that support the literacy and learning of all students, including English language learners. Candidates examine the role of formal and informal assessments in planning and modifying literacy instruction to meet the needs of a diverse student population. Topics include organizing the literacy classroom, differentiating literacy instruction, and involving families to support the literacy development of students.

Prerequisites
• EDUC 2400

EDUC 2403TL - Child, Family, and Community Relationships [Tempo Learning®-Specific Course]

(5 cr.)
Early childhood professionals know that children are deeply connected to their families in dynamic relationships that influence development and learning. With this awareness is mind, it becomes essential to develop and maintain supportive and caring relationships with significant adults in children's lives. The competencies in this course involve
educators in thinking about theories essential to understanding child, family, and community relationships and strategies for fostering caring, respectful relationships with families and communities that promote children's healthy development and learning.

Note: This version of EDUC 2403 is only available as part of specific competency-based Tempo Learning® programs.

EDUC 3003 - Observation and Assessment of the Young Child♦

(5 cr.)
In this course, education professionals explore developmentally appropriate formal and informal assessments, including observational techniques for assessing young children's development and learning. Education professionals learn how to use specific tools and the data generated from them to inform effective decision making and instructional planning. They also consider and discuss ethical and legal considerations as well as other related issues and controversies. Applying course concepts, education professionals participate in an integrative child observation project through which they gain a deeper understanding of the process of assessment, the role of observation, and the importance of considering children as individuals.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 3004 - Curriculum Design♦

(5 cr.)
In this course, education professionals have the opportunity to gain the fundamental skills needed for planning, designing, and delivering engaging learning experiences. They examine the elements of effective curriculum design, learn how to write measurable learning objectives, and explore tools, technologies, and resources for developing curriculum. They share perspectives and gain practical insight on course concepts through discussions on various topics, such as instructional designer responsibilities in creating effective curriculum, learning objective analysis, assessment formats, and curriculum design proposals. Additionally, education professionals reflect on learning and consider how they can use knowledge gained throughout the course in future personal, academic, and professional future endeavors.

Prerequisites
- EDUC 1014

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 3005 - Evaluation and Assessment♦

(5 cr.)
Program evaluation and learner assessment are fundamental components to the process
of designing effective learning experiences. In this course, education professionals investigate major concepts, principles, and methodologies related to evaluation and assessment. They explore the selection of assessment tools, measurement of learning outcomes, and performance evaluation. Education professionals learn how to use information gained from assessments as a tool for improving learning.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.);1-443-627-7222 (toll)] for more information.

EDUC 3006 - Designing Curriculum♦

(5 cr.)
In this course, education professionals have the opportunity to gain the fundamental skills needed for planning, designing, and delivering effective learning experiences. They examine the elements of effective curriculum design, and they explore tools, technologies, and resources for developing curriculum. They also discuss the role of instructional designers, course goals and objectives, assessment techniques, and emerging issues in the field. Moreover, education professionals gain practical experience in applying Bloom and Fink taxonomies as well as writing goals and objectives, congruent assessments, learning plans, and instructional steps.

Prerequisites
• EDUC 1014

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.);1-443-627-7222 (toll)] for more information.

EDUC 3007 - Assessment and Evaluation♦

(5 cr.)
Assessment and evaluation are fundamental to the process of designing effective learning experiences. In this course, education professionals investigate major concepts, principles, and methodologies related to evaluation and assessment. They explore the selection of assessment tools, measurement of learning outcomes, and evaluation of performance. Additionally, education professionals learn how to use information gained from assessments as a tool for improving practice.

Prerequisites
• EDUC 1015

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.);1-443-627-7222 (toll)] for more information.

EDUC 3008 - Diversity in Education♦
People have different backgrounds, perspectives, and values; similarly, they have different approaches to learning. Individuals who work in educational environments and serve as agents of social change must recognize and honor these differences. Education professionals in this course examine how the need to serve people of differing social groups, cultures, and abilities offers challenges and opportunities in today's learning environments. They reflect on their attitudes, beliefs, and biases regarding diversity and learn approaches to help ensure equitable access and meaningful learning in a variety of educational settings.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 3009 - Technology and Education♦

Technology is becoming a central aspect of our everyday lives and has a profound impact on the way we work, play, and learn. In this course, education professionals explore and discuss how our technology-rich world influences different generations of learners and their learning preferences. Through conceptual and application-based assignments, they also learn how to integrate technology into teaching and learning processes to meet the needs of diverse learners as well as how to harness Internet technologies to enhance the work of students by facilitating collaboration, communication, and problem solving.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 3010 - 21st-Century Learning♦

Professionals in all areas of education, such as teaching, workforce training, and policy making, must be cognizant of the knowledge and skills required to adapt to 21st-century-specific change. In this course, education professionals explore the proficiencies essential to navigating the 21st-century learning landscape to position themselves for professional flexibility and success. They examine how the nature of knowledge, literacy, and learning is changing as a result of new technology. Education professionals gain a practical understanding of ways to learn and function effectively in this new, evolving environment through investigations and discussions on emerging research on learning.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 3011 - Making Connections: Managing and Leading Early Childhood Programs♦
Managing child development centers in the 21st century requires a complex array of leadership skills and dispositions. In this course, education professionals explore the various types, purposes, and theoretical foundations of child development programs, and they examine the National Association for the Education of Young Children (NAEYC) core competencies for directors. They engage in discussions and assignments that emphasize the leader's role in managing the organization as a whole, including overseeing regulatory and business concerns, establishing policies and procedures, and implementing the organization's mission and vision.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 3012 - Making Connections: Fiscal and Personnel Management of Child Development Centers and Programs

A child development center is a business like any other; it must be operated and staffed with precision. In this course, child development center directors and managers prepare for the financial and human relations aspects of the job. Topics covered include constructing and managing a budget, maintaining accurate financial reports, fund-raising, staffing, personnel management, and professional development.

EDUC 3013TL - Culturally Responsive Practice [Tempo Learning®-Specific Course]

How does culture influence actions, relationships, preferences, language, customs, and even values and beliefs? Why is it vital that early childhood professionals understand the ramifications of bias and stereotyping on children’s identity development? As an early childhood professional, educators can use the information in these competencies to analyze how current policy issues impact diverse populations of children and families in early childhood settings; apply principles of culturally responsive curriculum to promote children’s healthy development and learning; recommend culturally responsible practices to promote meaningful relationships with families; and apply strategies to promote access, equity, and positive social change for young children, families, and the early childhood field.

Note: This version of EDUC 3013 is only available as part of specific competency-based Tempo Learning® programs.

EDUC 3050 - Child Development, Motivation, and Learning

In this course, teacher candidates prepare to understand the social, physical, emotional, and intellectual growth and development of children as related to learning and
motivation in the elementary classroom. Teacher candidates explore philosophies and theories of child development and make connections between and among the key topics of development, learning and motivation, and social and cultural diversity. Learning environments and resources (including technology) that support the developmental needs of elementary children are identified and analyzed. In addition, teacher candidates explore the importance of family and community connections to support children’s learning; develop strategies for engaging families in the learning process of their children; and consider the role of children’s interests and personal experiences when planning instruction. Teacher candidates identify typical and atypical developmental patterns; analyze effectiveness of instructional strategies; and consider the role of specialists in supporting children’s growth and development.

Prerequisites

- EDUC 2401

EDUC 3051 - Collaboration to Support All Learners

(5 cr.)
In this course, candidates explore strategies for effective communication and collaboration with colleagues, specialists, families, and community agencies to provide support for all children. Candidates examine collaboration strategies that promote the growth and learning of all children in the elementary classroom, including those with exceptionalities, gifted and talented students, and English language learners. Candidates learn about the roles of all participants in collaborative teams, including coteaching and participating in the Individualized Education Program (IEP) process. Candidates examine the role of the school in supporting all learners within the larger community context. They identify factors in the students' environments that may affect their growth and learning and explore strategies for effective collaboration with diverse families.

Prerequisites

- EDUC 2402
- EDUC 3052

EDUC 3052 - Effective Practices: Planning, Instruction, and Assessment

(5 cr.)
To help ensure high levels of learning and achievement for all students, today’s educators must be knowledgeable about learners and learning and well-versed in effective teaching and assessment practices. In this course, education professionals examine the interrelationships between assessment, teaching, and learning as well as effective practices for applying and integrating these critical components in the K–6 classroom. They gain a historical perspective on the standards and accountability movement and examine standards in their state or local setting. They also explore learning theory in the context of today’s challenging educational goals and standards.
this course, education professionals learn and apply research-based practices in effective assessment, curriculum design, and instruction. Through on-site experiences and Virtual Field Experiences, they critically analyze and implement teaching and learning principles and practices that help ensure awareness of the individual and collective needs of students. This course requires a 15 hour field experience at a school approved by Walden University.

Prerequisites
- EDUC 2401

EDUC 3053 - Community Building for Effective Classroom Management

(5 cr.)
In this course, education professionals learn to create safe, supportive, and respectful learning environments that promote social-emotional development, self-responsibility, and character to optimize learning for all students. Teachers will learn how to foster a sense of community in the classroom and develop positive relationships with and among students. Age-appropriate skills and strategies for managing dynamic and flexible grouping structures and for teaching conflict resolution will be presented. The course also provides strategies for building positive relationships, fostering motivation, and engaging in effective communication and problem solving with parents and families. This course requires a 15-hour field experience at a school approved by Walden University.

Prerequisites
- EDUC 2401

EDUC 3054 - Literacy K–6: Instruction and Assessment

(5 cr.)
Reading, listening, speaking, and writing are skills essential to success in school and in life. In this course, teacher candidates can examine a wide range of effective instructional and assessment practices that support the development of reading, oral language, and written communication for K-6 students. Teacher candidates use research-based approaches to literacy instruction while implementing a variety of assessment tools to identify students' difficulties. Teacher candidates use assessment data to create engaging literacy learning experiences at diverse developmental levels. Topics include the incorporation of technology to support and enrich literacy learning, family involvement, and integrating literacy and learning into the content areas. This course requires a 15-hour field experience at a school approved by Walden University.

Prerequisites
- EDUC 2402
- EDUC 3052
EDUC 3055 - Social Studies and the Arts K–6: Instruction and Assessment

(5 cr.)
In this course, candidates prepare to become effective educators of social studies and the arts. As they plan and implement instruction, candidates integrate the major concepts, themes, and modes of inquiry from social studies and the arts. Emphasis is on developing strategies to help students become effective citizens of a democratic and culturally diverse society. Candidates focus on building connections across disciplines and using the arts to foster student engagement and communication and promote their abilities to construct and apply knowledge. Candidates use multiple assessments to measure student progress and modify instruction to address the needs of all learners in diverse classrooms. This course requires a 15-hour field experience at a school approved by Walden University.

Prerequisites
- EDUC 3053
- EDUC 3054
- EDUC 3056
- EDUC 4010
- EDUC 4020
- American or World History

EDUC 3056 - Integrating Content and Technology to Enhance Learning

(5 cr.)
In this course, teacher candidates explore strategies for integrating technology across content areas in order to plan units and lessons that support developmental and curricular goals for elementary students. Candidates create learning experiences that promote student motivation and engagement; support exploration, problem solving, and critical thinking; provide opportunities for collaborative and self-directed learning; and foster content area literacy. Candidates explore a wide variety of technology resources, infusing them in instructional planning to help students learn content and become proficient in the use of technology. Candidates examine effective teaching practices, including formative/authentic assessments and scaffolding techniques to support diverse learners. This course requires a 15-hour field experience at a school approved by Walden University.

Prerequisites
- EDUC 3054

EDUC 3101 - Professionalism and Advocacy in the Early Childhood Field

(5 cr.)
The landscape of early care and education is constantly changing. Education
professionals in this course examine these changes, focusing on the roles and responsibilities of the early childhood teaching professional in infant/toddler and preschool settings. Education professionals explore the complexities of developmentally appropriate practice and learn what it means to be an advocate for children, their families, and the profession itself. They engage in discussions and assignments that emphasize the importance of keeping up with current research in the field and engaging in professional activities and organizations to ensure continual professional growth and learning.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 3103 - Guiding Young Children’s Behavior

(5 cr.)
Proactive guidance and positive, safe learning environments promote healthy child development and learning. Education professionals in this course focus on understanding and fostering social and emotional development in preschool-age children, and they learn strategies for establishing classroom communities in which all children feel safe, valued, and respected. They explore a range of topics, including teaching social skills, routines, and procedures; collaborating with families; preventing and working with challenging behaviors; developing problem-solving abilities; and organizing the classroom setting to support learning, cooperation, and social and emotional growth.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 3111 - Making Connections: Foundations of Preschool Teaching

(2 cr.)
Professionalism, advocacy, and preschool education provide the focus of the themes, issues, and challenges that education professionals examine in this course. Education professionals make connections between key topics and their own personal experiences, interests, and aspirations; other coursework; current research; real-world early childhood settings; and future trends, controversies, and possibilities related to working in the early childhood field with preschool-age children and their families. Applying course concepts, education professionals consider and explain the role and benefits of play for children and adults, and they summarize their thinking in regard to cultivating healthy development and learning in children through connections with nature.

EDUC 3112 - Making Connections: Effective Learning Environments

(2 cr.)
The development of optimal preschool learning environments and related themes,
issues, and challenges provide the framework for this course. Education professionals make connections between the topics and their own personal experiences, interests, and aspirations; other coursework; current research; real-world early childhood settings; and future trends, controversies, and possibilities associated with establishing effective preschool learning environments. Through a case study scenario, they apply their knowledge of preschool children as well as concepts learned in the course to describe components that they believe are essential to optimal preschool environments. They also consider and summarize the importance of creativity, how creativity has affected their own lives, and how they would go about fostering creativity in the learning environment.

EDUC 3202 - Quality Programs for Infants and Toddlers♦

(5 cr.)
In this course, education professionals have the opportunity to focus on the breadth and depth of the field of infant/toddler care and education, emphasizing characteristics of quality infant/toddler programs. Education professionals learn the foundations of infant/toddler development, the integral role of the infant/toddler professional in fostering children’s growth and ensuring family involvement, and theoretical frameworks key to quality programs. They also explore the components of high-quality environments and what it means to be an advocate for young children, their families, and the profession.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 3203 - Infant/Toddler Mental Health♦

(5 cr.)
Positive developmental progress in infants/toddlers depends on many factors, including the overall promotion of mental health, prevention of occurrence or escalation of mental health problems, and the effective treatment of mental health needs. Education professionals in this course explore current research in the field of infant/toddler mental health, through which they gain practical insight on protective and risk factors in family environments; social and emotional developmental challenges; developmentally appropriate infant/toddler screening and assessment; diagnostic classification systems for infant/toddler mental health; effective intervention strategies; and collaborative services approaches. Moreover, education professionals apply course concepts through practical assignments, such as the development of a fact sheet designed to educate child development professionals about the importance of the field of infant/toddler mental health.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
EDUC 3204 - Family Cultures of Infants and Toddlers♦

(5 cr.)
In this course, education professionals experience an overview of the way culture impacts typical conceptions of infant/toddler development and interactions. Education professionals focus on the ability to form healthy working relationships and respectful partnerships with the families of infants and toddlers across a range of cultures. They investigate the meaning of various child-rearing behaviors and how they relate to family expectations and cultural traditions, with the goal of developing culturally appropriate practices. Education professionals also make connections and share perspectives through discussions on related topics, such as cultural differences in caregiving practices, attachment and separation, perspectives on play, and effective communication, among others.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 3211 - Making Connections: Foundations of Infant/Toddler Care and Education

(2 cr.)
An important role of the child development professional is to understand how to use support services and programs to aid the healthy development and learning of young children and their families. In this course, education professionals examine themes, issues, and controversies central to the field of infant/toddler care and education, and they critically analyze ways to support the healthy development and learning of infants and toddlers through food and nutrition programs, vaccinations, and early intervention services. Education professionals make connections between the topics and their own personal experiences, interests, and aspirations; other coursework; current research; real-world early childhood settings; and future trends, challenges, and possibilities that infant/toddler professionals must understand.

EDUC 3212 - Making Connections: Healthy Infant/Toddler Growth and Development

(2 cr.)
Education professionals in this course focus on healthy infant/toddler growth and development as well as related themes, issues, and challenges. They make connections between key topics and their own personal experiences, interests, and aspirations; other coursework; current research; real-world early childhood settings; and future trends, controversies, and possibilities associated with the overall well-being of very young children. Applying course concepts and gaining deeper insight on topics, education professionals also engage in practical writing activities, such as the development of a resource sheet for child development professionals that includes
information on factors promoting healthy growth and development.
(Co-requisites: EDUC 3203 and EDUC 3204)

EDUC 3301 - School-Age and Adolescent Development♦

(5 cr.)
Education professionals in this course gain a fundamental understanding of how school-age children and adolescents develop and learn. They examine typical and atypical cognitive, physical, and social-emotional development as well as the relationship among these developmental domains. They also compare theories of development; develop a presentation that identifies and explains specific strategies, methods, or activities for the promotion of health and well-being in middle childhood; engage in a field study to gain real-world insight on the affective and social development of children between the ages of 6 and 12; and complete an integrative research paper on critical, topical issues related to school-age and adolescent development.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 3302 - Making Connections: Professions in the Field of School-Age and Adolescent Development

(2 cr.)
In this course, education professionals have an overview of the practices and professions in the field of school-age and adolescent development, including topics such as careers; interpersonal and professional skills; and ethical/legal guidelines needed for working with school-age children and adolescents, families, and other professionals. Education professionals explore a variety of organizations that are devoted to fostering the healthy development of school-age children and adolescents. They also have the opportunity to investigate a profession of their choice to learn the responsibilities and tasks it entails. Additionally, education professionals describe what they perceive to be the professional relationship between ethical and legal obligations as well as the significance of law and ethics in the field of school-age and adolescent development.

EDUC 3303 - Motivating and Guiding School-Age Children and Adolescents♦

(5 cr.)
Educators have a responsibility to guide and motivate as well as to foster self-esteem and resilience in school-age children and adolescents. Education professionals in this course address a continuum of effective strategies needed for working with school-age children and adolescents in group and classroom settings. Such strategies include effective communication, positive guidance, modeling/mentoring, intrinsic and extrinsic motivation, fostering self-esteem, promoting resilience, and problem-solving and conflict-resolution skills. They learn to apply theory to practice as they critically analyze several theoretical constructs and consider their implications for working with school-
Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.);1-443-627-7222 (toll)] for more information.

EDUC 3304 - Making Connections: Effective Learning Environments for School-Age Children and Adolescents

(2 cr.)
Often times, the setting in which learning occurs is equally important as the material taught and method of teaching. In this course, education professionals examine effective learning environments for school-age children and adolescents. They make connections between key topics and their personal experiences, interests, and aspirations; other coursework; current research; real-world settings; and future trends, challenges, and possibilities related to the healthy development and learning of school-age children and adolescents. Demonstrating knowledge and applying concepts, education professionals consider and describe how their definition of an effective learning environment has changed as a result of their learning. They also gain real-world insight into how to design effective learning environments by interviewing a professional in the field.

EDUC 3401TL - Social-Emotional Development and Positive Guidance [Tempo Learning®-Specific Course]

(5 cr.)
Early childhood professionals understand how deeply social-emotional development influences children during childhood and for the rest of their lives. In this course early childhood professionals delve into the unique characteristics of the social emotional developmental continuum, explore how to build responsive relationships that foster healthy social-emotional development, immerse themselves in positive guidance strategies to help children become independent and fair problem solvers as members of positive classroom communities, and study how to truly support young children as they practice, learn, and grow to be strong and healthy in their relationships with themselves and with others.

Note: This version of EDUC 3401 is only available as part of specific competency-based Tempo Learning® programs.

EDUC 3402TL - Effective Practices for Quality Programs Serving Young Children [Tempo Learning®-Specific Course]

(5 cr.)
If education professionals were asked to define quality as it pertains to practices and programs serving young children and families, what would they say? This course provides essential information about how the principles of developmentally appropriate practice, early childhood program standards, pedagogical and organizational models, and effective teaching and leadership practices inform quality programs and family
partnerships.

Note: This version of EDUC 3402 is only available as part of specific competency-based Tempo Learning® programs.

EDUC 3403TL - Early Literacy [Tempo Learning®-Specific Course]

(5 cr.)
From the meaningful relationships that build when sharing stories to the empowering feeling of writing a first word, early literacy is an adventure and an accomplishment. It is essential that early childhood professionals understand developmentally appropriate ways to foster early literacy and literacy learning for children from birth through third grade. In this course, educators also can become proficient at evaluating children’s literature and analyzing issues and strategies related to the appropriate use of technology to promote literacy learning in young children.

Note: This version of EDUC 3403 is only available as part of specific competency-based Tempo Learning® programs.

EDUC 3404TL - Observation, Assessment, and Planning [Tempo Learning®-Specific Course]

(5 cr.)
Developing meaningful learning experiences requires understanding children’s specific strengths and challenges. What kinds of assessment methods and strategies will help educators learn this vital information? What do educators need to know about communicating and collaborating with families and other stakeholders to promote meaningful assessment practices? Through the course content, educators can ground themselves in the wisdom and practicality of developmentally appropriate assessment for young children.

Note: This version of EDUC 3404 is only available as part of specific competency-based Tempo Learning® programs.

EDUC 4001 - Capstone

(7 cr.)
In this course, education professionals have the opportunity to integrate theories of child development, principles of effective early childhood practice, and methods of working with young children and their families. Education professionals engage in projects that demonstrate synthesis and application of this knowledge. Through these projects, they consider the knowledge and skills gained throughout the program and how they can apply them to future work in the early childhood/child development field. They also have the opportunity to research a position in early education, interview a professional in the field, develop a resume and cover letter, and reflect on professional competencies and areas for professional growth.

Prerequisites
• Completion of all other required coursework

EDUC 4004 - Children With Special Needs

(5 cr.)
Educators understand that all individuals are unique with varying abilities and needs. In this course, education professionals have an overview of exceptionalities in children from birth through adolescence. They engage in coursework that highlights early identification, referral, intervention, inclusion, and the related psychosocial needs of children and their families. They discuss complexities related to labeling children, inclusion, and challenging myths and stereotypes. In addition, education professionals explore federal and state legislation that guides educational requirements.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 4005 - Cultural and Linguistic Diversity

(5 cr.)
An emphasis in this course is the importance of being responsive to the languages and cultures of individual children and their families and communities to support learning and development effectively. Education professionals broaden their understanding of culture as a framework that includes not only language and ethnicity but also gender, socioeconomic status, exceptionalities, family configuration, sexual orientation, personal interests, and many other aspects of one’s individuality. In addition, education professionals reflect on their own cultural frameworks and examine personal attitudes and beliefs.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 4006 - Making Connections: Operating Child Development Centers and Programs

(2 cr.)
Operating a child development center requires the wearing of multiple hats. The focus in this course is on the day-to-day operational duties that managers and directors must perform to keep the facility running safely and smoothly. Topics include marketing and public relations; facilities management to ensure proper health, nutrition, and safety conditions; and family communication and support. Legal and ethical issues in working with children and families are also explored.

EDUC 4010 - Mathematics K–6: Instruction and Assessment
This coherent and rigorous approach to teaching and learning K–6 mathematics focuses on conceptual understanding, procedural skills, and application of mathematical knowledge. Coursework also focuses on helping teacher candidates promote problem-solving and communication skills as the core for teaching numbers and operations, algebra, data analysis, probability, measurement, geometry, and the use of manipulatives across math strands. Themes threaded throughout the course include technology, real-world applications, integrating math with other content areas, and building on the strengths and overcoming the challenges of diverse learners. This course includes 15 hours of field experience.

Prerequisites
- EDUC 3054

EDUC 4011 - Making Connections: The Individuality of Children

In this course, education professionals address themes, issues, and controversies related to the special needs and individuality of children. They make connections between key topics and their own personal experiences, interests, and aspirations; other coursework; current research; real-world early childhood settings; and future trends, challenges, and possibilities associated with understanding and meeting the needs of individual children and their families. Through written assignments designed to provide practical application of content, education professionals analyze topical sources focused on disability culture and autism and then make connections, describe how their thinking has changed as a result of their analysis, and summarize new perspectives.

EDUC 4012 - Making Connections: Living in a Diverse World

Education professionals in this course examine themes, issues, and challenges specific to living in a diverse society. They make connections between key topics and their own personal experiences, interests, and aspirations; other coursework; current research and controversies; real-world early childhood settings; and future trends and possibilities related to the areas of social responsibility and cultural and linguistic diversity. They delve deeper into content and share ideas and perspectives through discussions on a range of topics, such as methods to strengthen communities and strategies and challenges of international adoption.

EDUC 4013 - Motivation and Learning♦

Motivation is an important precursor to learning; yet, what motivates people of different ages and different backgrounds to participate and persist in learning opportunities varies
widely. In this course, education professionals explore foundational theories of motivation and how these impact learning. They investigate applications of theories of motivation to understand what occurs in different learning environments. They also explore how to use these theories to help those who work in educational environments make effective decisions about their practice.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 4014 - Legal and Ethical Issues in Education♦

(5 cr.)
An understanding of legal and ethical issues that impact the lives and interests of learners is critical to those who work in all types of educational settings. In this course, education professionals examine issues surrounding state and national educational policy; constitutional issues concerning equal opportunity, privacy, and access; and the legal requirements of working with children and adults from different backgrounds. Through activities and discussions, education professionals practice ethical decision making and consider their own beliefs and biases about ethical issues in education.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 4015 - Educational Studies Capstone

(5 cr.)
Through the capstone experience, education professionals have the opportunity to integrate their understanding of educational concepts and processes learned throughout the program. They complete an integrative project that demonstrates their ability to apply this knowledge to the real world. Education professionals identify professional opportunities in the field of education and make connections between program learning outcomes and their job of interest, thus demonstrating how fulfilling learning outcomes provided them the skills, knowledge, and qualifications required for the position.

Prerequisites
• Completion of all other program coursework

EDUC 4019TL - Play, Creativity, and the Arts [Tempo Learning®-Specific Course]

(5 cr.)
Play, creative expression, and the arts offer children opportunities to learn about who they are—to express and explore their individuality and to flourish together. The competencies in this course allow educators to explore the value and practice of fostering play, creativity, and the creative arts with children preschool through third grade. Educators also analyze the role child-centered learning and teaching play in fostering children’s creative thinking and creative involvement in the arts.
Note: This version of EDUC 4019 is only available as part of specific competency-based Tempo Learning® programs.

EDUC 4020 - Science K–6: Instruction and Assessment

(5 cr.)
In this course, education professionals explore teaching and learning in science, based on the latest research on the most effective methods for teaching appropriate science curriculum from Kindergarten through grade 6. Candidates focus on ways to use developmentally appropriate strategies to promote modes of inquiry and analytical skills in science education. They also explore instructional and assessment strategies to develop children’s conceptual understanding of science, particularly relating to the standards for physical, life, and earth and space sciences. Candidates examine and apply integration of science with reading, math, social studies, and technology. Candidates consider their own science content knowledge and explore local professional development opportunities. This course requires a 15-hour field experience at a school approved by Walden University.

Prerequisites
- EDUC 3054
- Lab Science requirement

EDUC 4030 - Demonstration Teaching/Seminar: Professional Ethics, Communication, and Collaboration in Elementary Education

(10 cr.)
Demonstration teaching is the culminating experience in the teacher preparation program and is an opportunity to apply knowledge and skills. Education professionals participate in orientation activities and then gradually assume complete teaching responsibility of an elementary classroom. Education professionals take full control for 4 consecutive weeks over a 12-week placement, gaining real-world experience and the opportunity to translate theory into practice. Candidates demonstrate the various roles of an elementary educator. Education professionals work closely with, and are evaluated by, their Walden University supervisor, classroom cooperating teacher, and Walden faculty member. During demonstration teaching, all professionals complete the Education Teacher Performance Assessment (edTPA), participate in weekly discussions, and complete a collaboration based major assessment. This course requires a 12-week full-time classroom experience at a school approved by Walden University.

Prerequisites
- Completion of all other required coursework
EDUC 4102 - Play and Learning for the Preschool Child♦

(5 cr.)
In this course, education professionals address an essential question in early childhood education: Why is play integral to children’s development and learning? They learn the theory, methods, and materials needed to support and enhance children’s play and learning in preschool settings, and they gain an understanding of the vital role of play in fostering growth in each of the developmental domains. They also explore how to arrange developmentally appropriate environments; provide opportunities for high-quality, productive play, and learning experiences; and assess development and learning through observation of play-based activities and learning experiences.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 4104 - Inclusive Practices in Classroom Communities♦

(5 cr.)
All children have the right to develop and learn in classroom communities that support diverse, individual needs. In this course, education professionals explore the ways in which preschool teachers can build inclusive environments that exemplify developmentally appropriate practice. Education professionals learn strategies that support inclusion, meet identified needs, and foster a sense of classroom community. They also engage in coursework focused on observation and assessment, partnership development with families, collaboration with support resources, legal regulations and issues, and the roles of reflection and evidence-based decision making.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 4105 - Early Literacy♦

(5 cr.)
In this course, education professionals explore current research on the most effective methods of promoting literacy development in preschool children. Using the "five pillars" of reading—phonemic awareness, phonics, fluency, vocabulary, and comprehension—as an organizational framework, education professionals explore the characteristics of emergent readers and writers. They also learn about developmentally appropriate assessments, materials, and strategies for instruction, including developing literacy through play and effectively using current technologies. They also engage in coursework that highlights the integral role of literacy across the curriculum.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 4106 - Teaching Across Content Areas in Preschool♦
Teaching within and across specific content areas in the preschool curriculum requires practices that are engaging, meaningful, and developmentally appropriate. Education professionals in this course learn how to develop significant and enduring early childhood learning experiences in mathematics, social studies, science, language and literacy, health and physical education, and the visual and performing arts. They engage in practical applications and discussions on planning and implementing child-centered, age-appropriate curriculum and assessment as well as strategies for integrating content areas, including the project approach.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 4112 - Making Connections: Interdisciplinary Teaching and Learning

In this course, education professionals examine the themes, issues, and challenges related to developmentally appropriate teaching and learning at the preschool level. Education professionals make connections between key topics and their own personal experiences, interests, and aspirations; other coursework; current research; real-world early childhood settings; and future trends, controversies, and possibilities associated with interdisciplinary preschool teaching and learning. Using a case study scenario, education professionals demonstrate their understandings of the project approach by developing a short overview explaining its function as well as how it represents developmentally appropriate practice. They also assess examples of project-based learning and evaluate what children can learn from such experiences.

EDUC 4120TL - Effective Practices for Infants and Toddlers [Tempo Learning®-Specific Course]

A caregiver gazes deeply and warmly into the eyes of an infant as she continues to intentionally foster their attachment. How do responsive, respectful relationships like these begin? How do they grow? And how do they support young children's growth and development? In this course, educators explore how early childhood professionals can foster healthy development and learning in infant and toddlers through relationships, play, routines, transitions, and supportive environments. Educators also take part in field experience, developing a meaningful experience for infants or toddlers and working with young children and their teacher to make this experience come alive with learning for all.

Note: This version of EDUC 4120 is only available as part of specific competency-based Tempo Learning® programs.

EDUC 4121TL - Meaningful Learning Experiences [Tempo Learning®-Specific Course]
(10 cr.)
How do early childhood teachers nurture children's curiosity, interests, and wonder, while providing them with opportunities to actively engage with ideas, content areas, and each other? In this course, educators get to know the context—children, families, community—of the classroom where they are completing their field experience. As well, educators ground themselves in the standards, strands, and themes that underpin key content areas that children are learning about all the time. And then, educators collaborate with their host teacher to design, implement, and evaluate a unit of study that effectively integrates content areas to provide opportunities for children to engage in meaningful learning experiences.

Note: This version of EDUC 4121 is only available as part of specific competency-based Tempo Learning® programs.

EDUC 4122TL - Learning and Teaching in Inclusive Early Childhood Settings
[Tempo Learning®-Specific Course]

(5 cr.)
How can an early childhood professional help to ensure that every child thrives in the early childhood setting? In this course, educators delve into the foundation of high-quality early childhood inclusion programs. As well as studying practical strategies for working with children and partnering with families and other professionals, educators also apply evidence-based advocacy approaches to support high-quality inclusive programming in early care and education settings.

Note: This version of EDUC 4122 is only available as part of specific competency-based Tempo Learning® programs.

EDUC 4205 - Developmentally Appropriate Practices in Infant Settings♦

(5 cr.)
Through this course, education professionals engage in an in-depth exploration of infant growth and development. They examine the role of the caregiver; components of high-quality caregiver-child relationships; and strategies for ensuring developmentally appropriate, individually appropriate, and culturally appropriate practice. They also explore methods to understand and work with families, observation skills, attachment, separation, continuity of care, brain development, and the creation of nurturing environments for very young children and their families. Demonstrating their understanding of course content, education professionals apply concepts through practical assignments, such as the development of a newsletter that provides information on the influence of infant settings on supporting young children and their families.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 4206 - Developmentally Appropriate Practices in Toddler Settings♦
Education professionals in this course engage in an in-depth exploration of toddler growth and development. They explore the role of the toddler caregiver/teacher; the components of high-quality adult-child relationships; and strategies for ensuring developmentally appropriate, individually appropriate, and culturally appropriate practice. Education professionals engage in readings and course assignments focused on observation skills, attachment, separation, working with families, and creating inspiring and supportive environments for young children and their families. They also share perspectives and make connections through discussions on related topics, such as cultural values and beliefs, separations and reunions, play and the environment, and identity formation and cultural responsiveness, among others.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.);1-443-627-7222 (toll)] for more information.

EDUC 4211 - Making Connections: Effective Programs for Infants and Toddlers

In this course, education professionals focus on themes and issues related to the challenge of developing and maintaining high-quality infant/toddler settings. They make connections between key topics and their own personal experiences, interests, and aspirations; other coursework; current research; real-world early childhood settings; and future trends, controversies, and possibilities related to effective programs for infants and toddlers. Through practical exercises, they describe how infants and toddlers exhibit prosocial behavior as well as why it is important for infant/toddler programs to foster such behavior. Education professionals also compose an article conveying the importance of applying brain research to policies, programs, and/or families to foster lifelong healthy development and learning.

EDUC 4220TL - Early Childhood Professionalism [Tempo Learning®-Specific Course]

Throughout this program, educators have been preparing to embrace their role as an early childhood professional grounded in evidence-based practice, the collaborative nature of the work, and a commitment to fostering positive outcomes for young children and their families. During the competencies that make up this course—the capstone experience—educators update their professional profile, core beliefs, and professional resume; hone their interview proficiency; and create an advocacy plan based on an issue that resonates with their professional goals. During the final competency, educators assess and plan for their ongoing professional development and commitment to working for positive social change for young children, families, and the early childhood field.

Note: This version of EDUC 4220 is only available as part of specific competency-based Tempo Learning® programs.
EDUC 4301 - School-Age Children and Adolescence in a Multicultural Society♦

(5 cr.)
In today's multicultural society, educators must be cognizant of the ways in which they teach culturally diverse values and social attitudes to school-age children and adolescents. Education professionals in this course examine these values and attitudes as well as ways to transmit such concepts in the classroom. They explore topics of ethnicity, language, gender, sexual orientation, and socioeconomic status. They also examine how each of these areas of diversity affects school-age children and adolescents as well as how they relate to stereotyping and bias.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 4302 - Home, School, and Community♦

(5 cr.)
Education professionals in this course explore the spheres of influence on school-age children and adolescents and the techniques needed to facilitate positive relationships among homes, schools, and communities to foster healthy development and learning. They explore and discuss the definition of home, school, and community; research on the benefits of partnerships; home visits and shared decision making; expectations and accountability; and examples of successful educational partnerships. Applying course concepts, education professionals engage in an integrative project through which they develop a handbook of best practices for forming home, school, and community partnerships, including challenges, strategies, and potential legal and ethical issues.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 4303 - Trends and Issues in School-Age Children♦

(5 cr.)
By understanding the relationship between children's health, culture, and socioeconomic status, in addition to related trends and issues, professionals who work with school-age children are in a better position to address and respond to these issues and related challenges effectively. Education professionals in this course critically examine selected issues and trends related to school-age children, such as technology/media, bullying, gender, abuse prevention, drugs/alcohol, obesity/eating disorders, stress, peer relationships, and school success. They demonstrate their understanding of course concepts through various applications, including the creation of an informative brochure for the purpose of explaining topical issues on health and wellness to parents and other stakeholders.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program.
EDUC 4304 - Trends and Issues in Adolescence

(5 cr.)
Physical changes and social pressures make adolescence a challenging time for many teens; therefore, it is important for professionals to be aware of current trends and critical issues that affect the mental and physical well-being of this age group. Education professionals in this course examine and discuss selected issues and trends related to adolescents, such as technology/media, cyber bullying, gender, sexual orientation, drugs/alcohol, obesity/eating disorders, depression, self-injury, suicide, teenage pregnancy, and school success. Applying course concepts, education professionals engage in practical exercises, such as research analyses through which they explore the connections between topical issues and the larger world as they affect adolescents and their transition into adulthood.

* Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 4305 - Making Connections: The Role of the Professional

(2 cr.)
In this course, education professionals explore the role of the professional as advocate, interventionist, family liaison, and public policymaker. They make connections between key topics and their personal experiences, interests, and aspirations; other coursework; current research; real-world settings; and future trends, challenges, and possibilities related to the development of the whole child. They engage in various discussions and activities related to the responsibilities of educators, such as the development of action plans detailing how they would organize and participate in interventions in response to specific situations. Education professionals also consider how they might engage in advocacy as part of their current or future profession.

EDUC 4500 - Capstone

(7 cr.)
In this course, education professionals have the opportunity to integrate knowledge of child development; principles and methods of working with school-age children and adolescents; and current research, issues, and trends that affect this age group. They create an integrative project that demonstrates synthesis and application of this knowledge. They consider professional goals while reflecting on research, issues, and trends explored throughout the program. Education professionals research a variety of positions in the field based on interests gained from learning experiences, and they develop a resume and cover letter to distinguish themselves competitively. Additionally, they complete a professional development plan through which they set goals and
consider areas for further professional development.

Prerequisites

- Completion of all other required coursework

EDUC 5005 - Foundations: Early Childhood Studies

(5 cr.)
Students in this course focus on the study of leadership and professionalism in the early childhood field, examining current research, ethical considerations, and multiple theories of child development, teaching, and learning. Students will be introduced to the foundation of evidence-based research and decision making, which will be interwoven throughout the program. Students will also build their understanding of the philosophy, requirements, and community of Walden University, The Richard W. Riley College of Education and Human Services, and the master's degree program in Early Childhood Studies.

EDUC 5105 - Organizations, Innovation, and Change

(5 cr.)
Understanding the fundamentals of organizational behavior and change management are essential for facilitating innovation in any organization. In this course, students examine the role the instructional designer can play in managing change within an organization. Students evaluate leadership qualities and practices that foster and sustain innovation in settings such as corporations, higher education, K–12 education, government, healthcare, and nonprofit organizations. Topics include the resistance to change and barriers to innovation, as well as problem-solving techniques that promote competitive advantage.

EDUC 5115 - Learning Theories and Instruction

(5 cr.)
Effective instructional design begins with an understanding of the learning process. Students in this course examine behaviorist, cognitive, constructivist, and social learning theories, and their relationship to instructional practices and course design. Factors that influence learning, such as learning styles, motivation, and engagement, are also explored.

Prerequisites

- EDUC 5105

EDUC 5160 - Early Childhood Development

(5 cr.)
Students in this course look closely at typical and atypical physical, cognitive/language,
and social and emotional development. Attention will be paid to the powerful and important role cultural and linguistic diversity play in the development of children prenatal through age 8. Students will observe children in a variety of settings, learn how adults can support healthy development, and study new findings related to the factors that foster and impede healthy development and learning.

Prerequisites
- EDUC 5005

EDUC 5161 - Effective Programs and Practices

(5 cr.)
Research states that long-term benefits from early childhood programs result only when the programs are of high quality. Students in this course focus on the components essential to program effectiveness, including planning for, improving, and evaluating program quality. Students will learn research-based, effective practices for promoting learning and development across developmental domains and subject matter areas from birth through age 8.

Prerequisites
- EDUC 5160

EDUC 5162 - Issues and Trends in the Early Childhood Field

(5 cr.)
Leaders in the early childhood field must have in-depth understanding of the critical issues and trends affecting young children, their families, and the field. Students will study such topics as the impact of changing demographics; the influence of politics and economics on programmatic funding streams; current debates related to school success, the achievement gap, and effective assessment; and the impact of brain research on early development, care, and education from both a historical and current perspective.

Prerequisites
- EDUC 5161

EDUC 6001 - MSED Resource Toolkit

(0 sem. cr.)
The purpose of this zero-credit course is to assist students with making steady progress toward earning an MS in Education degree. Information and resources related to action research, scholarly writing, major assessments, program expectations, and other topics are provided for candidates to help them become successful graduate students, scholarly practitioners, and educators who effect positive social change. This course is meant to provide items that are essential to success while not repeating what candidates receive from other areas of Walden support.
Note: This course is offered for no credit and the candidate will receive no grade.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6002 - Foundations: Educational Leadership and Administration

(3 sem. cr.)
Candidates start this course by building on their understanding of the philosophy, requirements, and community of Walden University, The Richard W. Riley College of Education and Human Services, and the program. Candidates complete a pre-assessment and develop an individual learning plan.

Following this essential introductory work, candidates begin their study of school leadership by focusing on the structures of school organizations and leadership styles.

EDUC 6003 - Foundations of Early Childhood Professionalism

(3 sem. cr.)
What does it mean to be a professional in the diverse and dynamic early childhood field? Why is considering the dignity, worth, and uniqueness of every child, family, and colleague integral to professionalism as well as healthy growth and development? How are early childhood professionals making a difference as advocates and leaders? Early childhood professionals in this course begin a rich and complex journey examining the breadth and depth of the field; what it means to be a professional guided by a code of ethical conduct; and the critical role research plays in illuminating how early childhood professionals can work as leaders and advocates to help young children, families, and the field grow and thrive.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6005 - Foundations: Early Childhood Studies

(3 sem. cr.)
In this course, education professionals focus on leadership and professionalism in the early childhood field; analysis of current research; ethical considerations; and multiple theories of child development, teaching, and learning. Education professionals are introduced to the foundation of evidence-based research and decision making, which is interwoven throughout the program. Education professionals also build understanding of the philosophy, requirements, and community of Walden University, the Richard W. Riley College of Education and Human Services, and the MS in Early Childhood Studies program.

EDUC 6010 - Mathematics K–6: Instruction and Assessment
This coherent and rigorous approach to teaching and learning K–6 mathematics focuses on conceptual understanding, procedural skills, and application of mathematical knowledge. Coursework also focuses on helping teacher candidates promote problem-solving and communication skills as the core for teaching numbers and operations, algebra, data analysis, probability, measurement, geometry, and the use of manipulatives across math strands. Themes threaded throughout the course include technology, real-world applications, integrating math with other content areas, and building on the strengths and overcoming the challenges of diverse learners. This course includes 15 hours of field experience.

**Prerequisites**
- EDUC 6054

**EDUC 6020 - Science K–6: Instruction and Assessment**

This course, education professionals explore teaching and learning in science, based on the latest research on the most effective methods for teaching appropriate science curriculum from kindergarten through Grade 6. Candidates focus on ways to use developmentally appropriate strategies to promote modes of inquiry and analytical skills in science education. They also explore instructional and assessment strategies to develop children's conceptual understanding of science, particularly relating to the standards for physical, life, and earth and space sciences. Candidates examine and apply integration of science with reading, math, social studies, and technology. Candidates consider their own science content knowledge and explore local professional development opportunities. This course requires a 15-hour field experience at a school approved by Walden University.

**Prerequisites**
- EDUC 6054

**EDUC 6030 - Demonstration Teaching/Seminar: Professional Ethics, Communication, and Collaboration in Elementary Education**

Demonstration teaching is the culminating experience in the teacher preparation program and is an opportunity to apply knowledge and skills. Education professionals participate in orientation activities and then gradually assume complete teaching responsibility of an elementary classroom. Education professionals take full control for 4 consecutive weeks over a 12-week placement, gaining real-world experience and the opportunity to translate theory into practice. Candidates demonstrate the various roles of an elementary educator. Education professionals work closely with, and are evaluated by, their Walden University
supervisor, classroom cooperating teacher, and Walden faculty member. During demonstration teaching, all professionals complete the Education Teacher Performance Assessment (edTPA), participate in weekly discussions, and complete a collaboration based major assessment. This course requires a 12-week full-time classroom experience at a school approved by Walden University.

Prerequisites

- Completion of all other required coursework

EDUC 6050 - Child Development, Motivation, and Learning

(5 cr.)
In this course, teacher candidates prepare to understand the social, physical, emotional, and intellectual growth and development of children as related to learning and motivation in the elementary classroom. Teacher candidates explore philosophies and theories of child development and make connections between and among the key topics of development, learning and motivation, and social and cultural diversity. Learning environments and resources (including technology) that support the developmental needs of elementary children are identified and analyzed. In addition, teacher candidates explore the importance of family and community connections to support children's learning; develop strategies for engaging families in the learning process of their children; and consider the role of children's interests and personal experiences when planning instruction. Teacher candidates identify typical and atypical developmental patterns; analyze effectiveness of instructional strategies; and consider the role of specialists in supporting children's growth and development.

Prerequisites

- EDUC 6401

EDUC 6051 - Collaboration to Support All Learners

(5 cr.)
In this course, candidates explore strategies for effective communication and collaboration with colleagues, specialists, families, and community agencies to provide support for all children. Candidates examine collaboration strategies that promote the growth and learning of all children in the elementary classroom, including those with exceptionalities, gifted and talented students, and English language learners. Candidates learn about the roles of all participants in collaborative teams, including coteaching and participating in the Individualized Education Program (IEP) process. Candidates examine the role of the school in supporting all learners within the larger community context. They identify factors in the students' environments that may affect their growth and learning and explore strategies for effective collaboration with diverse families.

Prerequisites

- EDUC 6402
EDUC 6052 - Effective Practices: Planning, Instruction, and Assessment

(5 cr.)
To help ensure high levels of learning and achievement for all students, today's educators must be knowledgeable about learners and learning and well-versed in effective teaching and assessment practices. In this course, education professionals examine the interrelationships between assessment, teaching, and learning as well as effective practices for applying and integrating these critical components in the K–6 classroom. They gain a historical perspective on the standards and accountability movement and examine standards in their state or local setting. They also explore learning theory in the context of today's challenging educational goals and standards. In this course, education professionals learn and apply research-based practices in effective assessment, curriculum design, and instruction. Through on-site experiences and Virtual Field Experiences, they critically analyze and implement teaching and learning principles and practices that help ensure awareness of the individual and collective needs of students. This course requires a 15-hour field experience at a school approved by Walden University.
Prerequisites
  • EDUC 6401

EDUC 6053 - Community Building for Effective Classroom Management

(5 cr.)
In this course, education professionals learn to create safe, supportive, and respectful learning environments that promote social-emotional development, self-responsibility, and character to optimize learning for all students. Teachers will learn how to foster a sense of community in the classroom and develop positive relationships with and among students. Age-appropriate skills and strategies for managing dynamic and flexible grouping structures and for teaching conflict resolution will be presented. The course also provides strategies for building positive relationships, fostering motivation, and engaging in effective communication and problem solving with parents and families. This course requires a 15-hour field experience at a school approved by Walden University.
Prerequisites
  • EDUC 6401

EDUC 6054 - Literacy K–6: Instruction and Assessment

(5 cr.)
Reading, listening, speaking, and writing are skills essential to success in school and in
life. In this course, teacher candidates can examine a wide range of effective instructional and assessment practices that support the development of reading, oral language, and written communication for K–6 students. Teacher candidates use research-based approaches to literacy instruction while implementing a variety of assessment tools to identify students' difficulties. Teacher candidates use assessment data to create engaging literacy learning experiences at diverse developmental levels. Topics include the incorporation of technology to support and enrich literacy learning, family involvement, and integrating literacy and learning into the content areas. This course requires a 15-hour field experience at a school approved by Walden University.

**Prerequisites**
- EDUC 6402
- EDUC 6052

**EDUC 6055 - Social Studies and the Arts K–6: Instruction and Assessment**

(5 cr.)
In this course, candidates prepare to become effective educators of social studies and the arts. As they plan and implement instruction, candidates integrate the major concepts, themes, and modes of inquiry from social studies and the arts. Emphasis is on developing strategies to help students become effective citizens of a democratic and culturally diverse society. Candidates focus on building connections across disciplines and using the arts to foster student engagement and communication and promote their abilities to construct and apply knowledge. Candidates use multiple assessments to measure student progress and modify instruction to address the needs of all learners in diverse classrooms. This course requires a 15-hour field experience at a school approved by Walden University.

**Prerequisites**
- EDUC 6053
- EDUC 6054
- EDUC 6056
- EDUC 6010
- EDUC 6020

**EDUC 6056 - Integrating Content and Technology to Enhance Learning**

(5 cr.)
In this course, teacher candidates explore strategies for integrating technology across content areas in order to plan units and lessons that support developmental and curricular goals for elementary students. Candidates create learning experiences that promote student motivation and engagement; support exploration, problem-solving, and critical thinking; provide opportunities for collaborative and self-directed learning; and foster content area literacy. Candidates explore a wide variety of technology resources,
infusing them in instructional planning to help students learn content and become proficient in the use of technology. Candidates examine effective teaching practices, including formative/authentic assessments and scaffolding techniques to support diverse learners. This course requires a 15-hour field experience at a school approved by Walden University.

Prerequisites
- EDUC 6054

EDUC 6101 - The Developing Brain and the Young Child♦

(3 sem. cr.)
Research on how the brain develops in utero and throughout early childhood provides insights and guidance critical to young children’s healthy development. As brains develop, early experiences affect brain architecture in ways that promote or impede healthy relationships, self-concepts, growth, and learning. Early childhood professionals, as leaders and advocates in the field, study current, fascinating research on brain architecture, child mental health, and the ways toxic stress, trauma, and resilience influence child development across domains.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6102 - Family and Community Partnerships♦

(3 sem. cr.)
Traditions, cultures, structures, interactions, and values all influence the developing child. Understanding family context, at the heart of which is respecting each family’s dignity, worth, and uniqueness, is key to developing partnerships that help young children thrive. However, building partnerships with families is not a simple, one-size-fits-all process. In this course, early childhood professionals study the components and nuances of family context and ways to build and sustain culturally responsive, reciprocal relationships with families. Such relationships foster effective family collaboration within early childhood settings and in efforts to partner with community organizations to foster children’s healthy development and learning.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6103 - Play and Creativity♦

(3 sem. cr.)
Play is a time when children explore, discover, and imagine; they express themselves, lose themselves, and find themselves all over again. Creativity may involve seeing the world in new ways, finding new ways to solve problems, and giving birth to ideas based on who each child is, what they feel, and how they learn, think, and interact. Early
childhood professionals recognize that both play, and creativity are integral to healthy human development. And, both flourish in environments where children feel respected, are encouraged to take risks, and have time to live in what they are experiencing. In this course, early childhood professionals, as leaders of and advocates for effective practice, study international research and perspectives on the value of play and creativity and how to advocate for the infusion of play and creativity into early childhood teaching and learning.


do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6104 - Engaging Environments

(3 sem. cr.)

Early childhood environments have the power to invite learning, foster curiosity, and empower meaning-making. Such environments offer spaces for children to be quiet and introspective as well as interact in robust play. The aesthetics of early childhood environments can nurture children's appreciation of the many aspects of beauty, while the soul and feel of environments can help children and families be comfortable with who they are. In this course, early childhood professionals analyze the role of the environment as the third teacher, the ways early childhood environments support community and belonging, and the value of leading early childhood teams to create effective early childhood environments that nurture discovery, wonder, and awe. (This course requires 10 hours of field experience focused on developing and taking part in meaningful learning experiences in an infant/toddler, preschool or K-3 setting.)

Prerequisites

- EDUC 6003
- EDUC 6101
- EDUC 6102
- EDUC 6103

EDUC 6105 - Organizations, Innovation, and Change

(3 sem. cr.)

Understanding the fundamentals of organizational behavior and change management are essential for facilitating innovation in any organization. In this course, education professionals examine the role of instructional designers in managing change within an organization. They evaluate leadership qualities and practices that foster and sustain innovation in various settings, such as corporations, higher education, K–12 education, government, healthcare, and nonprofit organizations. They also explore the resistance to change and barriers to innovation as well as problem-solving techniques that promote competitive advantage.

Students may take this as a non-degree course, which means they do not have to be enrolled in a
EDUC 6106 - Meaningful Curriculum P–3♦

(3 sem. cr.)
In order to design and implement meaningful learning experiences for and with young children, early childhood professionals must understand the principle content strands that comprise each academic discipline as well as the key concepts and methods of inquiry across academic disciplines. This course supports professionals, as advocates of meaningful curriculum, in leading efforts to apply knowledge of content and pedagogy to designing learning experiences that are engaging and challenging, and that reflect children’s individual, cultural, and linguistic diversity.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6107 - Observation and Assessment 0–8

(3 sem. cr.)
Early childhood professionals understand that observation is a critical method of assessment in early childhood settings. Thoughtful, ongoing observation and documentation are authentic approaches that provide a holistic picture of children and help to guide developmentally appropriate planning, interactions, and instruction. In this course, early childhood professionals consider their roles as leaders and advocates of effective observation and assessment practices who model and mentor the process of analyzing assessment strategies, methods, and data to support children’s healthy development and learning. They are challenged to critically examine and lead effective collaboration with families and other professionals to promote ethical and meaningful assessment practices, including early intervention.

(This course requires 10 hours of field experience focused on developing and taking part in meaningful learning experiences in an infant/toddler or preschool setting.)

Prerequisites

- EDUC 6104
- EDUC 6106

EDUC 6108 - Intentional and Responsive Practice in the Content Areas P–3♦

(3 sem. cr.)
Early childhood professionals understand that positive and supportive interactions with young children rightly place the young child at the heart of the learning and teaching process. In this course, early childhood professionals analyze developmentally appropriate approaches that reflect knowledge of how children develop and learn. In the role of leaders, they advocate and mentor by applying this knowledge to the planning of
differentiated learning experiences that are responsive to young children's individual strengths and needs as well as their family and cultural contexts. They examine concepts and evaluate models of quality inclusive care and education for young children. They build awareness throughout the field of the vital importance of reflective, responsive, and intentional practice to support and nurture the healthy growth and learning of each individual child.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6109 - Meaningful Learning Experiences: P–3

(3 sem. cr.)
Early childhood professionals employ a broad repertoire of skills and strategies that are appropriate for the young children in their settings. In this course, they apply their knowledge of young children's characteristics, needs, strengths, and family and cultural contexts to planning and instruction in an authentic P–3 classroom setting. They intentionally plan differentiated learning experiences to ensure challenge and meaning for each child as well as for the group. As they engage in the planning, learning and teaching, and assessment cycle, early childhood professionals collaborate with host teachers and other colleagues to sharpen their instructional skills, deepen reflection on their own practice, and lead professional development to promote effective practice in P–3 settings.
(This course requires 20 hours of field experience focused on developing and taking part in meaningful learning experiences in a preschool or K - 3 setting.)
Prerequisites

- EDUC 6107
- EDUC 6108

EDUC 6110 - Effective Leadership for Early Childhood Settings♦

(3 sem. cr.)
Effective leaders in early childhood settings develop and maintain programs that are grounded in ethical principles and exemplify healthy organizational culture. This effort takes an abundance of skill particularly related to modeling and applying ethical standards and legal requirements; building respectful relationships with—and between—staff, families, and children; and stewarding the program's mission and vision. Leadership is deeply challenging, rewarding, and dynamic. This course helps early childhood professionals in search of leadership skills, tools, and insights, become the program leaders they hope to be.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
EDUC 6111 - Effective Management for Early Childhood Settings♦

(3 sem. cr.)
Consider the needs and challenges of early childhood programs. How might knowledge of and skills related to budgeting, allocating resources, and obtaining additional funding help an early childhood professional develop and maintain a high-quality program? Creating successful grant proposals, having the tools to effectively market the program, and continuously working with staff to productively manage a facility with financial skill is key to program success as well as the ability to serve the best interests of children and families. This course provides early childhood professionals with a strong foundation in the key areas of grant writing, budgeting, and making strategic decisions about funding.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6115 - Learning Theories and Instruction♦

(3 sem. cr.)
Effective instructional design begins with an understanding of the learning process. The behaviorist, cognitive, constructivist, and social learning theories and their relationship to instructional practices and course design are also examined. Factors that influence learning, such as learning styles, motivation, and engagement, are also explored.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6125 - Foundations of Research♦

(3 sem. cr.)
An introduction to the principles and processes of research is provided in this course. Education professionals explore the various steps and considerations of the research process. They develop an understanding of basic research methodologies and statistical analyses, learn how to formulate research problems and questions, conduct a literature review, and critique and evaluate research. Additionally, they consider the ethical responsibilities of the researcher.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6135 - Distance Learning♦

(3 sem. cr.)
Online education could be the driving force that transforms education and training practices in the 21st century. Through this lens, education professionals explore the current trends impacting the field of distance education and their implications for the design and development of distance-learning programs. They examine the different
models, theories, and technologies used in the development and delivery of online education and training programs. They also explore the implications and considerations of designing instruction for blended, fully online, instructor-led, and self-paced learning environments.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.);1-443-627-7222 (toll)] for more information.

EDUC 6145 - Project Management in Education and Training♦

(3 sem. cr.)
Purposeful and careful planning is a key element to the success of any program. In this course, education professionals explore the systematic approaches to project management. Education professionals learn to use various project management tools, procedures, and methodologies, which they apply to projects in a real-world education or training environment. They also analyze the interrelated nature of the triple constraints of time, cost, and scope as well as their influence on the overall quality of the project.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.);1-443-627-7222 (toll)] for more information.

EDUC 6155 - Understanding Higher Education

(3 sem. cr.)
Historical perspectives on the development of higher education are useful in understanding the characteristics of our current system and future trends. The social, political, and economic context in which 4-year colleges, community colleges, and universities operate is introduced in this course. Education professionals explore how institutions of higher education apply business principles to renew their commitment to student learning and achieve their mission and goals effectively. They also become familiar with the philosophy, requirements, and community of Walden University, The Richard W. Riley College of Education and Human Services, and the M.S. in Higher Education program.

EDUC 6156 - Understanding Students: Learning, Development, and Diversity♦

(3 sem. cr.)
The success of any business is tied directly to its ability to serve its customers effectively. In higher education, those customers are students. In this course, education professionals examine fundamental principles of student learning and development as well as the implications of these principles for adult learners from a variety of backgrounds who have diverse needs and are in different stages of the educational process. They investigate and discuss factors affecting students' educational goals and aspirations, their ability to stay in college, and the impact of their educational
experiences on their learning and development; through this exploration and discussion, education professionals gain a better understanding of the ways leaders can improve these outcomes.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6157 - Understanding Institutions: Organizational Behavior and Culture♦

(3 sem. cr.)
Effective leadership within colleges and universities depends on the ability to identify important aspects of an organization’s structure and culture as well as to adapt one’s behavior to that culture. In this course, education professionals examine patterns of organization, governance, and culture in higher education, and they assess strategies for working effectively within governance structures and organizational cultures to achieve desired goals. They engage in readings and assignments that emphasize the organization’s ability to learn and change in response to internal and external factors, including the ever-changing use of technology in academic programs and services.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6158 - Using Research and Data to Drive Decision Making♦

(3 sem. cr.)
Making good decisions in higher education requires the effective use of an array of information sources. In this course, education professionals investigate strategies for implementing data-informed, decision-making processes, including critiquing and evaluating research findings, locating and interpreting appropriate data sources and making credible arguments based on current industry trends and institutional data. They also complete learning activities through which they focus on determining the implications of research and data for key institutional issues and using this knowledge to drive quality improvement.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6160 - Early Childhood Development

(3 sem. cr.)
Education professionals in this course critically examine typical and atypical physical, cognitive/language, and social and emotional development. They examine the powerful and important influence of cultural and linguistic diversity on the development of children from the prenatal stage through age 8. They also examine new findings related to the factors that foster and impede healthy development and learning, and they explore how adults can support healthy development. Additionally, education
professionals have the opportunity to observe children in a variety of settings to gain practical insight on the developing child in the real world.

EDUC 6161 - Effective Programs and Practices♦

(3 sem. cr.)
Researchers indicate that long-term benefits from early childhood programs result only when the programs are of high quality. In this course, education professionals explore the components essential to program effectiveness, including planning for, improving, and evaluating program quality. They learn research-based, effective practices for promoting learning and development across developmental domains and subject matter areas in children from birth through age 8. Education professionals transfer new knowledge and skills to an authentic context through practical assignments, such as reflective blog posts and real-world observations of professionals in the field.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6162 - Issues and Trends in the Early Childhood Field♦

(3 sem. cr.)
Leaders in the early childhood field must have in-depth understanding of the critical issues and trends affecting young children, their families, and the field. Education professionals in this course explore changing demographics; political and economic influence on programmatic funding streams; current debates related to school success, effective assessment and the achievement gap; and brain research influence on early development, care, and education from a historical and current perspective. Sharing perspectives and making connections with the professional world, educational professionals post blogs to establish contacts with early childhood professionals; reach out to international contacts in the field to gain an understanding of poverty issues in different regions, issues related to excellence at the forefront of professional discussions, and insights on further development opportunities; and share web resources, such as websites and e-newsletters.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6163 - Building Research Competencies♦

(3 sem. cr.)
Nearly all professionals benefit from the ability to understand, evaluate, and use research effectively. In this course, education professionals prepare to be knowledgeable consumers of research, understand the language of research, and apply research and inquiry skills to the early childhood field. They engage in a variety of conceptual and application-based assignments focused on building skills in analyzing trends, critically
assessing emerging knowledge, and using a variety of tools to access and evaluate research. They also have the opportunity to practice and apply course concepts and theories through research on early childhood research topics of personal or professional interest.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6164 - Perspectives on Diversity and Equity♦

(3 sem. cr.)
Understanding and respecting the diversity and individuality of every child and family is central to effective practice and at the heart of the early childhood field. Education professionals in this course examine family cultures and their impact on children and programs, and they investigate issues related to access, equity, and social justice. Through assignments designed to provide practical application of content, they also work toward developing an in-depth understanding of the intricacies of diversity, scrutinizing their own biases to effectively work with and advocate for all children and families.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6165 - Communicating and Collaborating in the Early Childhood Field♦

(3 sem. cr.)
Professionals in the field of early childhood education must engage often with other colleagues, families, agencies, and government officials; therefore, communication and collaboration skills are essential to effective and productive work in the field. Education professionals in this course explore the use of tools and strategies to collaborate with others, such as building relationships, teaming, negotiating, problem-solving, resolving conflicts, and building consensus. They engage in coursework that emphasizes effective practices for working with diverse families, collaboration with colleagues to improve programs and services for children and families, and communication skills needed to advocate and work effectively with agencies and government officials. Through this course, education professionals learn and practice techniques essential to effective one-on-one interactions and group work while deepening their understanding of how cultural responsiveness influences successful communication and collaboration.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6166 - Developing People and Leading Teams♦

(3 sem. cr.)
The success of any manager is largely dependent on the leadership they provide their
staff. Students in this course explore the roles and responsibilities of directors and/or administrators in effectively managing individuals and leading teams for early childhood programs. Education professionals in this course focus on staff recruitment, evaluation, and development, and they identify the skills and knowledge required to create positive environments and achieve individual and organizational goals. In this course, the educator will be challenged to consider the ethical, legal, and cultural implications of working with a diverse staff, with emphasis given to the importance of effective communication in maintaining productive relationships.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6167 - Budgeting and Allocating Resources♦

(3 sem. cr.)
Administrators of early childhood programs must be able to effectively budget and allocate resources. Education professionals in this course explore the role of the administrator in budgeting and handling resource allocation for early childhood programs. They examine processes for effectively managing budgets and explore strategies designed to help them understand and communicate budgets to stakeholders. Education professionals also explore the various sources of funding and plan a budget for an early childhood education program.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6168 - Planning and Managing Early Childhood Programs♦

(3 sem. cr.)
Effective early childhood directors/administrators are responsible for planning, implementing, and evaluating programs to ensure quality experiences for the children and families they serve. In this course, effective administrators focus on the wide range of roles in which they must excel, including developing and maintaining the program’s mission and vision, understanding regulatory and accreditation requirements, marketing, and providing all children proper nutrition and safety while in their care. Education professionals in this course also examine the importance of engaging in meaningful communication with parents, families, and communities.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6170 - Dynamics of Adult Teaching and Learning♦

(3 sem. cr.)
The field of adult learning is multifaceted; adult learners are also complex, bringing diverse backgrounds, experiences, and perspectives into the classroom. This course is a
foundation for understanding this dynamic field. Education professionals examine what it means to be a leader in a fast-paced, changing environment. They explore and discuss key topics, including the conceptual base of the field, adult learner motivation, settings and contexts of practice, forms and processes of adult learning, best practices that support adult learning, and major issues and controversies in the field today. Applying course concepts, education professionals develop a personal philosophy of adult education to use as a guide in their current or future practice as an adult educator. They also become familiar with the philosophy, requirements, and community of Walden University, The Richard W. Riley College of Education and Human Services, and the MS in Adult Learning program.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6171 - Theories and Frameworks for Adult Learning♦

(3 sem. cr.)
To understand adult learning, one must ask and answer complex questions: Who is the adult learner? What is the social context of learning? What motivates adult learners? In this course, education professionals explore the theories and frameworks that inform the field of adult learning today. They identify, compare, and contrast foundational and emerging perspectives on adult learning with the aim of transforming theory into practice. They engage in an integrative course project through which they synthesize and apply various theories to real-world situations, including their own development; summarize how the idea of wisdom impacts their experiences as adult learners; interview an adult learner; and assess various perspectives in regard to educating diverse learners.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6172 - Cultural Diversity and Motivation♦

(3 sem. cr.)
Today’s diverse, multicultural world dictates that adult learners are not treated as a homogenous group but rather as distinct individuals, each with his or her own intrinsic motivations. Education professionals in this course learn the importance of culturally responsive teaching methods that promote respect, relevance, engagement, and academic success. They engage in readings and assignments focused on inclusive approaches that promote cross-cultural communication, and they explore and discuss a range of topics, such as race, ethnicity, gender, sexual orientation, nontraditional learners, and linguistic diversity.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
EDUC 6173 - Building Research Competencies in Adult Education

(3 sem. cr.)
Understanding, evaluating, and using research effectively are critical skills for adult learning professionals. In this course, education professionals work toward gaining the knowledge required to be critical consumers of research, understand the language of research, and apply research and inquiry skills to the field of adult learning. Through various conceptual and practical course assignments, they build competence in analyzing trends, assess emerging knowledge, and learn to use a variety of tools to access and evaluate quantitative and qualitative research.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6174 - Developing a Repertoire of Effective Teaching Practices

(3 sem. cr.)
A number of best practices in adult teaching and learning have been identified based on decades of research and experience. Education professionals in this course examine these evidence-based practices to build their skills and gain strategies to facilitate learning in a variety of settings. They also explore promising new ideas and emerging trends in the field of adult learning.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6175 - Planning, Assessing, and Improving Adult Learning

(3 sem. cr.)
Given the wide variety of settings in which adult learning takes place, it is no small challenge to plan and implement robust learning experiences that can be effectively evaluated. Education professionals in this course examine the ingredients essential to promote learning successfully, including multiple needs assessment models, approaches to program design, implementation strategies, and models of evaluation and assessment.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6176 - Facilitating Collaboration and Group Process

(3 sem. cr.)
Research shows that adults learn best in a social environment. Through collaboration and idea exchange, a supportive "community of practice" is generated where learners co-create their experience in socially meaningful ways. This may take the form of discussions, peer-to-peer activities, small-group work, and student-centered assignments, among other approaches. Education professionals in this course
examine the mechanics of collaboration and identify facilitation practices that lead to student success. Also addressed are issues of consensus and decision making, trust-building, collaborative teaching, and group process online.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6177 - Using Technology to Enhance Adult Learning♦

(3 sem. cr.)
Emerging technologies are rapidly altering the field of adult education today. Innovative technologies are removing traditional boundaries to learning and encouraging a global perspective on school, work, and communications. New developments in software, multimedia applications, Internet technologies, and mobile computing are transforming the educational landscape and empowering learners around the world. Education professionals explore how educators and students can leverage these advances to enhance the learning process and improve outcomes in today’s digital information society.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6178 - Organizations, Systems, and Change♦

(3 sem. cr.)
Adult learning takes place in a wide variety of formal and informal settings. Each of these environments has its own organizational structure, or "system," that must be understood and considered when designing and implementing learning strategies. Understanding the fundamentals of organizational behavior, systems theory, and change management is essential for facilitating innovation and performance enhancement. In this course, key issues such as policy, advocacy, complexity, change, organizational development, and group dynamics are addressed in the context of developing transformational experiences for adult learners.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6179 - Online Instructional Strategies for Adult Learners♦

(3 sem. cr.)
Effective instruction in an online setting requires strategies that leverage the unique characteristics of distance learners and online environments. In this course, students analyze, select, and design instructional strategies that are most effective for engaging and teaching adult online learners. Students learn methods for managing and delivering online instruction, with the goal of integrating effective strategies with course management tools and multimedia technologies in both synchronous and asynchronous
EDUC 6180 - Assessments in Online Environments for Adult Learners

(3 sem. cr.)
The online environment provides instructors with the opportunity to reach beyond traditional practices and explore new ways of assessing student learning outcomes. In this course, students apply their knowledge of learning theory and assessment practices to the development of assessment strategies in online education and training environments. Students review research and practical strategies for assessing student learning in both synchronous and asynchronous environments.

EDUC 6181 - Developmental Education: Theory and Practice

(3 sem. cr.)
The need for developmental education in community colleges and 4-year institutions continues to grow, as does the need for developmental educators who are prepared to help this population of students achieve success. In this course, students examine developmental education from a historical perspective and will explore the theoretical frameworks, political and economic issues, and key research surrounding developmental education. Students also learn common organizational approaches to offering developmental education and the characteristics of developmental education student populations, courses, and programs.

EDUC 6182 - Strategies for Success in Developmental Education

(3 sem. cr.)
Meeting learners’ needs for developmental education requires creativity and perseverance as well as a willingness to learn from the experiences of other institutions. Students in this course examine approaches to developmental education that have proven successful in a variety of contexts, including strategies for intake and placement, advising, teaching, and assessment. Students also investigate best practices in curriculum design and the use of technology in developmental education, programs to support student retention and persistence, and ways of facilitating collaboration between academic and student affairs in support of developmental education.
EDUC 6183 - Performance Improvement in the Workplace

(3 sem. cr.)
Education professionals in this course survey the research, models, and issues associated with improving human performance in workplace settings. They explore methods and techniques for recognizing and analyzing performance gaps, conducting needs assessments, determining appropriate instructional and performance support interventions, and measuring the results of implemented solutions. Emphasis is placed on determining whether adult education or performance improvement interventions are appropriate for addressing identified needs. Education professionals also use results from analyses to inform the design of job aids, instruction, and other performance support systems.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6184 - Training and Development Systems

(3 sem. cr.)
The ability to manage and deliver training is an essential skill for human resource and performance improvement professionals working with adult learners. In this course, students study models, techniques, and best practices for managing and delivering training systems and modules. Topics include managing the learning environment, selecting appropriate materials and assessments, and tracking learner performance and completion. Students also explore technologies that support the planning, presenting, and managing of instructor-led and self-directed courses and training systems in both face-to-face and virtual environments.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6185 - Fundamentals of Teaching Adults English as a Second Language

(3 sem. cr.)
Students in this course are introduced to the fundamentals of teaching English as a second language to adult learners. The vocabulary and acronyms relevant to the field are introduced, and the essential theories and concepts of second language acquisition are explored. The diversity of adult learners and their motivations, as well as the variety of formal and informal teaching settings, both in the United States and abroad, are examined. Professionalism and respect for differences in language, culture, and belief systems are emphasized.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6186 - Methods of Teaching Adults English as a Second Language
(3 sem. cr.)
A variety of instructional methodologies for teaching English as a second language to adult learners are introduced. The basic principles, current trends, and established techniques of second language instruction are examined, with an emphasis on the communicative language teaching (CLT) approach. Best practices in reading/writing and speaking/listening instruction are given special attention, while challenges such as community building and managing the learning environment are also addressed.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.);1-443-627-7222 (toll)] for more information.

EDUC 6187 - Planning, Assessment, and Evaluation for Teaching Adults English as a Second Language♦

(3 sem. cr.)
Students are introduced to the basics of planning lessons, designing assessments, and evaluating adult learners in English as a second language settings. Strategies for creating meaningful, authentic lessons and materials for a variety of contexts are explored; the various approaches to testing and assessing language needs and competencies are analyzed; and best practices in evaluation and placement are examined with the goal of creating the most conducive and effective environments for language learning possible.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.);1-443-627-7222 (toll)] for more information.

EDUC 6190 - Capstone: Practical Application in Adult Learning

(3 sem. cr.)
In this course education professionals are provided with the opportunity to integrate and apply the theories, concepts, and practices learned in previous coursework to real-world issues and problems. The capstone experience, in which education professionals are asked to select a specific adult learning situation of personal relevance for study, serves as the culmination of the program. Education professionals conduct a detailed analysis and offer solutions to a problem or suggest interventions to improve current practice.

EDUC 6200 - Teaching and Learning for School Leaders

(3 sem. cr.)
Effective educational leaders influence the quality of teaching by understanding how to recognize outstanding teaching and facilitate improvement by communicating how and why learner-centered teaching enhances the learning outcomes of every student. Candidates in this course are introduced to the latest research on education, teaching, and learning, and they develop an understanding of how research informs effective approaches to instruction.
EDUC 6201 - Communication and Collaboration for Leaders

(3 sem. cr.)
Effective educational leaders work to foster shared understanding of and commitment to making sure that every student learns and succeeds; this requires the ability to communicate and the capacity to create conditions and processes that foster collaborative problem solving and decision making. Education professionals in this course explore the characteristics of effective leaders. They learn how to model open and responsive communication as well as how to create time and use tools to ensure that such interactions are common within the school and throughout the school community. They also explore the role of schools in communicating with and drawing upon community resources of various types, including public agencies and organizations that serve youth and families. Through this course, education professionals work toward establishing the personal, ethical, and moral platforms to become effective leaders who model and promote ethical and productive civic behavior.

EDUC 6202 - Ensuring Quality Education for Students With Diverse Needs

(3 sem. cr.)
Education professionals in this course explore and analyze the issues, complexities, responsibilities, and opportunities associated with leading schools with diverse student populations. By acknowledging differences among learners, as well as biases, discrimination, prejudices, and stereotypes, school leaders can identify diversity as a dynamic contributing factor to a rich learning environment in which individual differences are honored and respected. A focus of the course is also on one of the most challenging tasks facing schools today: to substantially increase the achievement of students placed at risk because of limited facility with English, and physical, mental, and emotional disability. Candidates will study diverse and inclusive approaches that have proven most effective in supporting all language learners and students with special needs to reach high standards of performance.

EDUC 6203 - Policy and Law in School Organizations

(3 sem. cr.)
Educators in this course study selected general legal principles, case and statute law, and law-making agencies that impact leaders and their educational institutions. Key content areas include but are not limited to the legal status of the local school district; the role of federal, state, and local governments that may apply; governance of schools; and policies, rules, and regulations. Educators in the course will also cover the legal rights, responsibilities, and obligations of administrators, teachers, students, parents, and school boards, community education, civil rights, collective bargaining, torts and contracts, and legal research, as well as the development of policy to meet regulations and other provisions.
EDUC 6204 - Using Data to Strengthen Schools

(3 sem. cr.)
Education leaders must use data extensively to guide them in defining needs, setting and prioritizing goals, monitoring and evaluating progress, and identifying effective strategies for improvement. The continuing analysis of the gaps between student performance and student learning goals defines the actions of effective school leaders. Decision-makers must understand the array of data that are needed for school improvement. They must know the principles and techniques of measurement, evaluation, and data analysis. They must use a multitude of strategies to analyze data to propel teaching and learning and school improvement. They should use technology to support the collection and use of data. They need to engage the school community (teachers, parents, and students) in understanding and supporting data to guide the analysis of strengths, weaknesses, threats, and opportunities in the ongoing pursuit of school improvement.

EDUC 6205 - Budgeting and Allocating Resources

(3 sem. cr.)
Research on effective schools provides guidance on the most productive ways to organize time, people, money, technology, and other resources. To use these resources most effectively, leaders need to have a strategy that defines the most important priorities, the overall educational design, and the organizational structures that best match the necessary goals for improvement. Effective leaders need to be able to (1) link whole-school strategic plans to effective instructional practices and improved use of time and money; (2) ensure individualized attention where needed in subject areas; (3) evaluate alternative paths to school improvement; (4) invest wisely in improving teaching quality; and (5) organize staff and use other resources in new ways that allow focused investment in teaching and learning.

EDUC 6206 - Creating Positive, Safe, and Effective Learning Environments

(3 sem. cr.)
Effective educational leaders develop capabilities to foster cultures for learning based on mutual respect among students, teachers, staff, parents, and the larger community. Strategies for fairly and effectively administering discipline and resolving conflict are addressed. This course is intended to help leaders understand and treat individual and group differences and potential conflict as opportunities for developing the dispositions, knowledge, and skills that result in social competencies essential to civic participation and interpersonal effectiveness in school and beyond. Candidates also study issues related to safety and violence in schools, considering both methods of prevention and ways to respond to unsafe and violent situations.

EDUC 6207 - Leading Curriculum Initiatives: Literacy and Math
To be effective, school leaders must understand the foundational principles of teaching—curriculum, instruction, and assessment. Education professionals in this course also focus on the considerations with which they need to engage as they plan for the adoption and implementation of a new or substantially revised program to enhance student learning in a content domain. Literacy and math are two content areas that are problematic in many schools, especially those serving diverse students and students who are underperforming. Thus, while the lessons are applicable to other subjects, the focus here is on how to ensure that content standards, curriculum materials, assessment, instruction, professional development, and parental and community involvement, among other initiatives, are aligned in ways that foster student achievement in literacy and math.

**EDUC 6208 - Recruiting, Evaluating, and Retaining School Personnel**

Candidates study human resources policies and practices for recruiting, selecting, hiring, inducting, developing, evaluating, and retaining or dismissing school personnel. Identifying teachers’ needs for professional growth is important, but leaders must also ensure that teachers have the opportunity and motivation to use their professional expertise and to participate in ongoing professional development focused on enhancing the learning of every student. As well, school leaders must be able to identify characteristics of productive teacher evaluation processes and programs; distinguish between supervising teaching and supervising learning; and utilize a process and structure for evaluating school personnel that is productive and supportive, motivates improvement, results in retention of highly competent staff members, embodies standards of due process, and takes into account the provisions of the contractual agreements for staff.

**EDUC 6209 - Collaboration to Support All Learners**

In this course, candidates explore strategies for effective communication and collaboration with colleagues, specialists, families, and community agencies to provide support for all children. Candidates examine collaboration strategies that promote the growth and learning of all children, including those with exceptionalities. Candidates learn about the roles of all participants in collaborative teams such as Individualized Education Program (IEP) team, professional learning communities (PLCs), and co-teaching teams. Candidates examine the role of the school in supporting all learners within the larger community context. They identify factors in the students' environments that may impact their growth and learning and explore strategies for effective collaboration with diverse families.

**Prerequisites**
- EDUC 6605
- EDUC 6607
• EDUC 6627

(Co-requisites: EDUC 6688)

EDUC 6210 - Online Instructional Strategies

(3 sem. cr.)
Effective instruction in an online setting requires strategies that leverage the unique characteristics of distance learners and online environments. In this course, educators apply their knowledge of instructional design and distance learning to analyze, select, and design instructional strategies that are most effective for engaging and teaching online learners. They learn methods for managing and delivering online instruction, with the goal of integrating effective strategies with course management tools and multimedia technologies in synchronous and asynchronous environments.

EDUC 6211 - Assessments in Online Environments

(3 sem. cr.)
Instructors are provided with the opportunity to reach beyond traditional practices and explore new ways of assessing student learning outcomes in the online environment. In this course, educators apply their knowledge of learning theory, assessment practices, and instructional design principles to the development of assessment strategies in online education and training environments. They review research and practical strategies for assessing student learning in synchronous and asynchronous environments.

EDUC 6225 - Foundations of Research

(3 sem. cr.)
An introduction to the principles and processes of research is provided in this course. Education professionals explore the various steps and considerations of the research process. They develop an understanding of basic research methodologies and statistical analyses, learn how to formulate research problems and questions, conduct a literature review, and critique and evaluate research. Additionally, they consider the ethical responsibilities of the researcher.

EDUC 6260 - Managing Resources for Organizational Success: Human Resources

(3 sem. cr.)
Faculty members and staff are the most important resource in any higher education institution. In this course, education professionals focus on strategies for human resource management in higher education, including recruitment and staffing, professional development, compensation, performance evaluation, and legal considerations. They investigate issues specific to faculty members, including promotion and tenure, collective bargaining, and collaboration with adjunct faculty members. They
also examine the skills needed to coach, support, motivate, and facilitate collaboration among staff, enabling the organization to move toward desired outcomes.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6261 - Managing Resources for Organizational Success: Finance♦

(3 sem. cr.)
As costs escalate and resources dwindle, the effective, ethical, and socially responsible management of financial resources becomes an increasingly important skill in higher education. Education professionals are introduced to the fundamentals of financial administration in 4-year colleges, community colleges, and universities in this course. They explore financial issues specific to higher education, such as budget management, asset management, state appropriations, administration of financial planning, and fundraising. They also engage in practical learning activities through which they develop and assess strategies for deploying and managing resources to achieve established goals.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6262 - Optimizing Quality and Productivity♦

(3 sem. cr.)
Optimizing quality and productivity in a higher education organization requires the ability to initiate and support positive change efforts. In this course, education professionals explore and discuss best practices for analyzing and evaluating organizational performance; identifying opportunities for improvement; and leveraging available resources, including technological resources, to support productive change initiatives. They also investigate strategies for achieving quality and productivity goals in the context of accountability, including defining outcomes aligned with the institution's strategic plan, establishing credible outcome measures, and demonstrating how to use outcomes data to improve programs and services.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6263 - Best Practices for Student Success♦

(3 sem. cr.)
Student success depends not only on the quality of the institution's academic programs but also on the quality and availability of student services. In particular, the growing need to help increasingly diverse student populations succeed in college requires innovative approaches to retention and support initiatives. In this course, education professionals explore strategies to plan, organize, and manage student services and programs effectively as well as for ensuring that these programs meet legal and regulatory
requirements. They also engage in coursework that emphasizes the design and deployment of programs and services, which enables students from diverse backgrounds to achieve their educational goals.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6264 - Program Planning and Assessment♦

(3 sem. cr.)
Higher education institutions achieve their goals primarily through instructional programs as well as through student support programs and services. Stakeholders at all levels within and outside the organization, including students, administrators, employers, legislators, and the public, expect institutions to demonstrate that their programs accomplish desired goals and that processes are in place to support data-driven improvement. In this course, education professionals engage in the cyclical process of program planning and assessment, including establishing goals and outcomes, creating and implementing an assessment plan, sharing results and determining strategies for improvement, and involving faculty, staff, and students in the assessment process.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6271 - Theories and Frameworks for Adult Learning♦

(3 sem. cr.)
To understand adult learning, one must ask and answer complex questions: Who is the adult learner? What is the social context of learning? What motivates adult learners? In this course, education professionals explore the theories and frameworks that inform the field of adult learning today. They identify, compare, and contrast foundational and emerging perspectives on adult learning with the aim of transforming theory into practice. They engage in an integrative course project through which they synthesize and apply various theories to real-world situations, including their own development; summarize how the idea of wisdom impacts their experiences as adult learners; interview an adult learner; and assess various perspectives in regard to educating diverse learners.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6274 - Developing a Repertoire of Effective Practices

(3 sem. cr.)
A number of best practices in adult teaching and learning have been identified based on decades of research and experience. Education professionals in this course examine these evidence-based practices to build their skills and gain strategies to facilitate
learning in a variety of settings. They also explore promising new ideas and emerging trends in the field of adult learning.

**EDUC 6275 - Planning, Assessing, and Improving Learning Experiences**

(3 sem. cr.)

Given the wide variety of settings in which adult learning takes place, it is no small challenge to plan and implement robust learning experiences that can be effectively evaluated. In this course, education professionals examine the ingredients essential to successfully promote learning, including multiple needs assessment models, approaches to program design, implementation strategies, and models of evaluation and assessment.

**EDUC 6276 - Facilitating, Collaboration & Group Process**

(3 sem. cr.)

According to research, adults learn best in a social environment. Through collaboration and idea exchange, a supportive "community of practice" is generated where learners co-create their experience in socially meaningful ways. This may take the form of discussions, peer-to-peer activities, small-group work, and student-centered assignments, among other approaches. In this course, education professionals examine the mechanics of collaboration and identify facilitation practices that lead to student success. Also addressed are issues of consensus and decision making, trust-building, collaborative teaching, and group process online.

**EDUC 6277 - Using Technology to Enhance Adult Learning**

(3 sem. cr.)

Emerging technologies are rapidly altering the field of adult education today. Innovative technologies are removing traditional boundaries to learning and encouraging a global perspective on school, work, and communications. New developments in software, multimedia applications, Internet technologies, and mobile computing are transforming the educational landscape and empowering learners around the world. In this course, educators and students explore how to leverage these advances to enhance the learning process and improve outcomes in today's digital information society.

**EDUC 6357 - Diversity, Development, and Learning**

(3 sem. cr.)

Diversity can have a profound influence on children's development and learning. Education professionals in this course explore areas of diversity, including developmental and learning needs, such as English-language learners, children on the autism spectrum, and children with developmental delays. They also address the impact of living in poverty and experiencing stress/violence/trauma in the context of families, early childhood settings, and school classrooms. Applying course concepts, education
professionals engage in practical exercises through which they reflect on their own perspectives and biases and learn the complex ways families influence their children. Moreover, they learn the importance of using current research and resources to improve developmental and learning outcomes for every child.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.);1-443-627-7222 (toll)] for more information.

EDUC 6358 - Strategies for Working With Diverse Children♦

(3 sem. cr.)
Working with children and families who have diverse developmental and learning needs requires not only a deep understanding of and respect for the individual child but also research-based knowledge of effective practices, strategies, and services. Through this course, education professionals develop and assess practical strategies and tools needed in educational settings to plan curriculum, teach, assess, and, if necessary, refer young children. They learn to use knowledge of children's unique characteristics to help create respectful, supportive, and challenging environments and experiences that foster healthy development and learning.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.);1-443-627-7222 (toll)] for more information.

EDUC 6360 - How Adults Learn♦

(3 sem. cr.)
The early childhood field offers a variety of opportunities for early childhood professionals to teach and work with adults. These professionals must understand the principles of adult learning. Education professionals in this course explore the major theories of adult learning and motivation to prepare to work in such roles as higher education faculty, community trainers, technical assistance providers, parent educators, coaches, mentors, professional developers, and Child Development Associate (CDA) trainers. They share ideas and perspectives with peers through discussions on a variety of topics, including traditional learning theories and andragogy, theories of cognitive development, and adult learning models, among others. Additionally, education professionals synthesize and apply various theories to real-world situations, including their own development; summarize how the idea of wisdom impacts their experiences as adult learners; interview an adult learner; and assess various perspectives in regard to educating diverse learners.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.);1-443-627-7222 (toll)] for more information.

EDUC 6361 - Instructional Strategies for Adult Learners♦
In this course, education professionals focus on strategies and techniques integral to working effectively with adults in the early childhood field in such roles as higher education faculty, community trainers, technical assistance providers, parent educators, coaches, and mentors. Education professionals gain practical experience in planning learning experiences, assessing and modifying instruction, and incorporating technology in teaching geared specifically to the unique strengths and needs of the adult learner. Additionally, they examine the distinctions between teaching in the early childhood field at a community college or university, and they explore ways to provide professional development for early childhood practitioners and support to adults working with young children and families in community settings.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6400 - The Professional Educator

(5 cr.)
Lifelong learning and professionalism are key components of effective teaching. As teacher candidates begin their professional program of study, they review the program requirements including field experience responsibilities and major assessments. Teacher candidates study the dimensions of teacher professionalism through the eyes of social change. After reviewing the code of ethics from a practitioner viewpoint, historical theorists, court cases, and trends in education, candidates focus on what is required to be successful in 21st century schools. This includes an analysis of multiple technological frameworks, and candidates use these frameworks in multiple ways throughout the course. Through readings, voices from the field, virtual field experiences, and reflective experiences, each candidate begins to consider their personal philosophy.

EDUC 6401 - Diverse and Exceptional Learners in the Elementary Classroom

(5 cr.)
The dynamics of today’s classroom are unique and challenging for teachers and learners. Education professionals in this course explore and analyze issues, complexities, and responsibilities associated with the field of education in the 21st century, including providing equal educational opportunities for all learners, regardless of their abilities and differences. They examine many factors influence learning, including individual experiences, abilities, talents, prior learning, language, culture, and family and community values. Education professionals’ study special education laws and policies; language diversity; and multiple intelligences. They also address learning theory, diverse learning styles, and practical instructional strategies, and they acquire theoretical and practical knowledge about today’s classroom as well as the family and community contexts that influence children’s learning and development.

Prerequisites
- EDUC 6400
EDUC 6402 - Exploring Dimensions of Literacy K–6

(5 cr.)
In this course, education professionals learn theories, principles, practices, and strategies to support literacy development in the elementary grades. Candidates learn about early literacy development including phonological awareness, concepts of print, and phonics. Strategies for developing vocabulary, comprehension, fluency, writing, content-area literacy, and media literacy are also explored. Through course readings and virtual field experiences, candidates analyze literacy instruction and identify research-based principles that support the literacy and learning of all students, including English language learners. Candidates examine the role of formal and informal assessments in planning and modifying literacy instruction to meet the needs of a diverse student population. Topics include organizing the literacy classroom, differentiating literacy instruction, and involving families to support the literacy development of students.
Prerequisites
- EDUC 6400
- EDUC 6401

EDUC 6570 - Distance Education♦

(3 sem. cr.)
Online education could be the catalyst that transforms education in the 21st century. Through this lens, education professionals explore the current trends impacting the field of distance education and their implications for K–12 teachers. They examine the different models, theories, and technologies used in the development and delivery of online learning. They also explore the implications and considerations of designing instruction for blended, fully online, teacher-led, self-paced learning environments. Practicing essential skills required to teach K–12 students successfully online, education professionals develop, facilitate, and assess a lesson for their students using an online platform.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6571 - Online Instruction♦

(3 sem. cr.)
Online education could be the catalyst that transforms education in the 21st century. Through this lens, education professionals explore the current trends impacting the field of distance education and their implications for K–12 teachers. They examine the different models, theories, and technologies used in the development and delivery of online learning. They also explore the implications and considerations of designing
instruction for blended, fully online, teacher-led, self-paced learning environments. Practicing essential skills required to teach K–12 students successfully online, education professionals develop, facilitate, and assess a lesson for their students using an online platform.

- Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6572 - Online Assessment♦

(3 sem. cr.)
The online environment provides teachers the opportunity to reach beyond traditional practices and explore new ways of assessing student learning outcomes. In this course, education professionals apply their knowledge of learning theory, assessment practices, and instruction to the development of assessment strategies in online environments. They also review research and practical strategies for assessing student learning in synchronous and asynchronous learning experiences.

- Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6573 - Trends and Issues in K–12 Online Learning♦

(3 sem. cr.)
Online education presents teachers and students with both opportunities and challenges. In this course, teachers will explore several trends and issues in online instruction, such as differentiation for diverse populations including students with special needs and English-language learners, and motivating and engaging the online student. Teachers will learn how to manage the online classroom and explore the ethical, legal, and safety issues related to teaching students in an online K–12 environment. Teachers also will examine strategies for communicating effectively with parents and collaborating with colleagues online.

- Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6600 - Program Portfolio

(0 cr.)
Candidates who are working on their ePortfolio are registered for this non-course requirement. The portfolio brings together work from all the courses in the master’s degree program and demonstrates that the candidate has acquired both the knowledge (scholar) and the ability to apply (practitioner) it; in other words, it demonstrates that the degree completion yields the scholar-practitioner. A portfolio assessor works with candidates on an individual basis to ensure that each artifact required in the portfolio is
adequately completed. Once the ePortfolio and all other program requirements are met, the Master of Science degree can be awarded.

**EDUC 6602 - Designing Curriculum, Instruction, and Assessment (Accelerating)**

(3 sem. cr.)

Education professionals ensure continuous improvement for student learning through attention to the relationship among classroom curriculum, instruction, and assessment in standards-based educational systems. They explore learning theory, learner variables, and the need for differentiation to meet diverse learning needs. Education professionals design educational experiences for P–12 students using data-informed practices in order to promote student learning, critical thinking, and real-world application of knowledge and skills in technology-rich environments.

**Note:** This course offered in an accelerating format.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**EDUC 6603 - Action Research for Educators (Accelerating)**

(3 sem. cr.)

Educators are provided with a structured approach to the practice of action research in this course. They have the opportunity to learn how to address relevant problems, become involved in collaborative inquiry, and use data and research to inform their practice, improve student academic success, and contribute to positive change in their classroom and school environments. Educators engage in reflective practices as they collect and analyze student data and develop and implement data-informed decisions/actions to improve student learning and enhance their professional growth.

**Note:** This course offered in an accelerating format.

**EDUC 6604 - Creating an Effective Classroom Learning Environment (Accelerating)**

(3 sem. cr.)

Education professionals have the opportunity to learn to create safe, supportive, and respectful learning environments that promote social-emotional development, self-responsibility, and character, in order to optimize learning for all students. They can learn how to foster a sense of community in the classroom and develop positive relationships with and among students. Skills and strategies for managing dynamic and flexible classroom structures and for teaching conflict resolution are presented. Educators are also provided with strategies for building positive relationships and engaging in effective communication and problem solving with parents and families.

**Note:** This course offered in an accelerating format.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a
program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6605 - Teacher as Lifelong Learner and Professional Educator

(3 sem. cr.)
Lifelong learning and professionalism are key components of teaching. Education professionals in this course are oriented to the skills, understandings, strategies, and knowledge necessary to become successful learners while establishing the foundations for becoming professional educators, including knowledge of child development. Course instructors help education professionals become comfortable in the online learning environment, enabling them to clarify program expectations; create support networks and learning communities with colleagues and instructors; and establish a personal professional philosophy to promote social change. Upon completion of this course, education professionals demonstrate understanding of resources and expectations, initiate an electronic professional portfolio, and determine strategies for success as professional educators. 
(Pre-requisites: EDUC 6606)

EDUC 6606 - Today's Classroom and the Diverse Learner

(3 sem. cr.)
The dynamics of today's classroom are unique and challenging for teachers and learners. Education professionals in this course explore and analyze issues, complexities, and responsibilities associated with the field of education in the 21st century, including providing equal educational opportunities for all learners, regardless of their differences. They come to understand that many factors influence learning, including individual experiences, talents, prior learning, language, culture, and family and community values. Additionally, education professionals gain an understanding of the Minnesota-based American Indian tribal government, history, language, and culture. They engage in discussions and reflections on issues of diversity through which they have the opportunity to articulate, defend, and/or challenge current issues. They also address learning theory, diverse learning styles, and practical instructional strategies, and they acquire theoretical and practical knowledge about today's classroom as well as the family and community contexts that influence children's learning and development. 
(Pre-requisites: EDUC 6605)

EDUC 6607 - Effective Practices: Assessment, Teaching, and Learning

(3 sem. cr.)
To help ensure high levels of learning and achievement for all students, today's educators must be knowledgeable about learners and learning and well-versed in effective teaching and assessment practices. In this course, education professionals examine the interrelationships between assessment, teaching, and learning as well as effective practices for applying and integrating these critical components in the P–12
classroom. They gain a historical perspective on the standards and accountability movement, and they examine standards in their state or local setting. They also explore learning theory in the context of today’s challenging educational goals and standards. Education professionals learn and apply research-based practices in effective assessment, curriculum design, and instruction. Through on-site and Virtual Field Experience (VFE®), they critically analyze and implement teaching and learning principles and practices that help ensure awareness of individual and collective needs of students.

Prerequisites
- EDUC 6628

(Co-requisites: EDUC 6608 and EDUC 6636)

EDUC 6608 - Classroom Management

(3 sem. cr.)
Education professionals are helped to create safe, supportive, and respectful learning environments that promote social-emotional development, self-responsibility, and character to optimize learning for all students in this course. Education professionals learn how to foster a sense of community in the classroom and develop positive relationships with and among students. They explore age-appropriate skills and strategies for managing dynamic and flexible grouping structures and teaching conflict resolution. They also examine strategies for building positive relationships, fostering motivation, and engaging in effective communication and problem-solving with parents and families. Education professionals apply course concepts through the development of a hands-on, age-appropriate learning activity to implement within a classroom field experience.

Prerequisites
- EDUC 6628

(Co-requisites: EDUC 6607 and EDUC 6636)

EDUC 6609 - Seminar: Professional Ethics, Communication, and Collaboration: Special Education (Special Education)

(1 sem. cr.)
This seminar is an opportunity for education professionals to fine-tune their skills, strategies, and knowledge. They complete the requirements for their ePortfolio and determine strategies for success as professional educators. The seminar allows for problem-solving among colleagues; group and individual reflective practice; and support and feedback for current events in demonstration teaching districts, schools, and classrooms. Education professionals engage in practical seminar topics, such as collaboration, ethics, professional development, and family and community engagement, to support their transition from the program of study into employment in the field as professional educators.
Note: Education professionals take this course concurrently with EDUC 6698 - Demonstration Teaching: Special Education.

EDUC 6610 - Teacher as Professional♦

(3 sem. cr.)
Effective teachers are leaders who make a positive difference in classrooms, schools, and society. Education professionals explore what it means to be a teacher leader in today's diverse and changing educational landscape, while gaining expertise in current research-based educational advancements. They examine their values, beliefs, vision, and mission, and they explore teacher effectiveness in relation to their role in the larger context of the teaching profession. They collaborate in professional learning communities and advocate for students and other educators in order to promote positive social change. They synthesize their learning throughout the course and use this knowledge to enhance professional growth and development.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6611 - Seminar: Professional Ethics, Communication, and Collaboration: Early Childhood Education

(1 sem. cr.)
This seminar is an opportunity for education professionals to fine-tune their skills, strategies, and knowledge. They complete the requirements for their ePortfolio and determine strategies for success as professional educators. The seminar allows for problem-solving among colleagues; group and individual reflective practice; and support and feedback for current events in demonstration teaching districts, schools, and classrooms. Education professionals engage in practical seminar topics, such as collaboration, ethics, professional development, and family and community engagement, to support their transition from the program of study into employment in the field as professional educators.

Note: Education professionals take this course concurrently with EDUC 6687 - Demonstration Teaching: Early Childhood Education.

EDUC 6616 - Enhancing Learning for Diverse Populations (Accelerating)♦

(3 sem. cr.)
Education professionals examine the value of adapting the learning environment for multiple diverse populations within the classroom. They explore their attitudes, beliefs, and biases regarding diverse students, families, and communities, and they learn approaches for working together to ensure high levels of learning for all students. Through real-world application, they assess and implement high-quality learning experiences that provide equitable access to promote positive social change. Education professionals incorporate their students' background experiences and differentiate
instruction using effective practices so all P–12 students have the opportunities and resources to learn.

**Note:** This course offered in an accelerating format.

♦Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**EDUC 6617 - Teacher Leadership in the Classroom: Increasing Learning and Achievement (Accelerating)♦**

*(3 sem. cr.)*
The focus of teacher leadership expands from self to students, increasing the sphere of influence of the teacher leader to the classroom context in this course. Education professionals concentrate on advancing their expertise in the field of teaching by increasing their knowledge and skills in three key areas: knowledge of learners and learning; knowledge of subject matter and curriculum goals; and knowledge of effective teaching models, strategies, and practices. They learn to apply this expertise in the classroom in ways that directly affect the learning and achievement of their students.

**Note:** This course is offered in an accelerating format.

♦Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**EDUC 6618 - Teacher Leadership in Professional Learning Communities (Accelerating)♦**

*(3 sem. cr.)*
The sphere of influence for education professionals is extended from working with peers to engaging with stakeholders throughout the greater school community in this course. Education professionals learn the processes, benefits, and challenges of building and working in learning communities to identify issues and solve problems that affect student learning and achievement. They consider professional growth and development as an integral part of various types of school improvement processes. Additionally, they engage in a variety of practical assignments, such as an analysis of their own school’s development of mission, vision, values, goals, and communication elements as a professional learning community.

**Note:** This course is offered in an accelerating format.

♦Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**EDUC 6619 - Designing Curriculum, Instruction, and Assessment for Students with Special Needs (Accelerating)♦**

*(3 sem. cr.)*
This course emphasizes the need for all students, including students with special needs,
to achieve high academic standards. Education professionals in this course examine the learning challenges of students who by definition of federal law have disabilities, as well as those of students who have significant difficulty with learning but do not qualify for special education services. Educators learn how to adapt curriculum, instruction, and assessment to maximize learning for students with special needs.

Note: This course is offered in an accelerating format.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6621 - Educational Research: Foundations

(3 sem. cr.)
An underlying theory in the field of education is that research can improve classroom practice. Education professionals in this course are provided with an introduction to the fundamentals of research. They examine contemporary educational research and develop knowledge and skills in applications of theoretical frameworks; quantitative, qualitative, and action research methodologies; development of research questions; and compliance with ethical responsibilities of the researcher. Education professionals also complete an initial review of literature relevant to an identified research question.

EDUC 6622 - Educational Research: Practical Applications

(3 sem. cr.)
Education professionals in this applied research course expand their knowledge and skills through the use of tools and information gained in EDUC 6621 - Educational Research: Foundations, in the design of a timely and practical educational research project. They engage in a variety of activities, such as developing and refining research questions or needs assessments; determining appropriate research methodologies and instrumentation; collecting and analyzing data, if possible; evaluating validity; and presenting analysis and implications. In addition, education professionals link their research proposal to the social change mission of the university.

EDUC 6625 - Habits of Mind: Thinking Skills to Promote Self-Directed Learning♦

(3 sem. cr.)
Education professionals in this course are helped to develop skills and strategies to prepare students for living and learning productively in today's society. They complete a variety of assignments designed to provide practical application of course content, such as designing a lesson in which they integrate habits of mind with other instructional elements to achieve multiple outcomes. They also create a rubric that allows students to demonstrate learning in each area of the lesson. Additionally, they reflect on the theories, concepts, and strategies learned in the course and consider the influence of new knowledge on future personal and professional endeavors. Through this course, education professionals learn how to help students manage, motivate, and modify their
own learning as a continuing lifelong process.

★ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6626 - Foundations of Special Education

(3 sem. cr.)
What do special educators need to know and be able to do to support students with exceptionalities and address their unique learning needs? In this course, education professionals examine historical, legal, and philosophical foundations that inform teaching and learning for students with exceptionalities. Education professionals explore issues related to identification, eligibility criteria, and delivery of services for students across multiple disability areas. Through course assignments and discussions with colleagues, education professionals develop the knowledge and skills necessary to build collaborative relationships with families and other stakeholders to help provide appropriate services to students.
Prerequisites
- EDUC 6606

★ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information. (Co-requisites: EDUC 6627 and EDUC 6628)

EDUC 6627 - Foundations of Literacy

(3 sem. cr.)
An important role of all educators is helping students develop the literacy skills they need to succeed in school and in life. In this course, education professionals build foundational knowledge in literacy principles, practices, and strategies so that they can effectively engage and enhance students’ reading, writing, listening, and speaking. Education professionals learn about early literacy development including phonological awareness, concepts of print, and phonics. They explore strategies to help developing readers, including ways to promote vocabulary, comprehension, fluency, writing, and content-area literacy. Education professionals identify research-based principles that support the literacy and learning of all students, including English language learners. Through field experience assignments, education professionals develop and implement literacy instruction and assessments with students in K–12 classrooms. Topics include organizing the literacy classroom, differentiating literacy instruction, and involving families to support the literacy development of all students.
Prerequisites
- EDUC 6606

(Co-requisites: EDUC 6626 and EDUC 6628)
EDUC 6628 - Individualizing Education Programs for Learners With Exceptionalities

(3 sem. cr.)
All learners possess unique characteristics, interests, and abilities. One of the most important responsibilities of special educators is to consider the individual strengths and needs of students with exceptionalities and to collaborate with families and other stakeholders to individualize their education appropriately. In this course, education professionals learn about the Individualized Education Program (IEP) process, including referral, eligibility, and the importance of using research-based interventions. They explore stakeholder responsibilities, consider assessments and other forms of data that inform program planning, and develop an IEP for a case study student. Education professionals consider the benefits of assistive technology and the role of transition planning in developing individualized education for learners with exceptionalities.

Prerequisites
- EDUC 6606

(Co-requisites: EDUC 6626 and EDUC 6627)

EDUC 6631 - Foundations of Reading: Theory, Research, and Practice♦

(3 sem. cr.)
An effective reading teacher possesses comprehensive knowledge of the components of reading and applies this knowledge to instructional practice. Education professionals will explore the domains of development as they pertain to K–12 literacy instruction and research and explore the impact of research-based practices on literacy development. Language development and its relationship to the progression of reading development, including variations related to cultural, linguistic, and academic diversity, will be examined. Education professionals will investigate current issues in literacy education, including the reading achievement gap, brain research, standards and accountability, and new perspectives on 21st-century skills and digital literacy learning.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6632 - Assessment and Instruction to Promote Literacy Development♦

(3 sem. cr.)
Literacy development is a complex process involving a profusion of skills and strategies in several critical areas: phonemic awareness, phonics, vocabulary, comprehension, fluency, and writing. Education professionals focus on assessment and instruction to promote literacy development in these areas. Education professionals learn how to use a variety of assessments to determine the literacy needs of emergent, beginning, developing, intermediate, and advanced readers, taking into consideration linguistic, cultural, and academic diversity. They will also examine a multitude of research-based
EDUC 6633 - Reading, Writing, and Critical Thinking in Content Disciplines♦

(3 sem. cr.)
Reading for information in expository text is essential for learning—in school, in the workplace, and in life. The focus of this course is on developing literacy across the disciplines through a wide range of instructional methods, materials, and practices, including flexible grouping, and the selection of texts and other materials, such as digital tools and online resources that match the cognitive, cultural, and linguistic needs of literacy learners. Education professionals learn strategies for promoting disciplinary literacy across developmental levels, proficiencies, and cultural and linguistic backgrounds. High-quality literature that meets the interests and needs of all readers and represents various cultures, genres, and text structures, and assists students in making connections and bringing relevance to content courses across disciplines will be examined. The integration of information and communication technologies and 21st century literacy skills will be highlighted.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6634 - Assessment and Intervention for Students With Reading Difficulties♦

(3 sem. cr.)
The ability to effectively diagnose reading difficulties and determine appropriate interventions is at the heart of what it means to be a reading teacher. Education professionals learn about the purposes, strengths, and limitations of a wide variety of assessment instruments in this course. Education professionals learn how to select and administer appropriate tools for diagnosis and progress monitoring, and they interpret results related to individual students, class/groups, and school. Assessment data are used to plan differentiated instruction for students at different developmental stages and from different cultural and linguistic backgrounds. Education professionals use assessment data to develop interventions that target specific student needs and select materials, instructional strategies, and other resources needed to implement appropriate interventions. Effective practices for communicating assessment results to students, parents/caregivers, colleagues, and administrators are addressed.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
EDUC 6636 - Characteristics of Learners With Exceptionalities

(3 sem. cr.)
Special educators must understand each category of exceptionality as well as the abilities and needs of individual learners. In this course, education professionals examine the characteristics and instructional implications of specific learning disabilities, emotional and behavioral disabilities, autism spectrum disorders, intellectual disabilities, other health impairments, and giftedness. They explore accommodations and modifications for students with exceptionalities and consider how to foster effective and positive relationships with all stakeholders to support student success. In their field experience, education professionals apply course content by completing a child study project, in which they conduct an intensive case study of a single student with exceptionalities in a K–12 classroom.

Prerequisites
•  EDUC 6628

(Co-requisites: EDUC 6607 and EDUC 6608)

EDUC 6637 - Literacy Assessment and Intervention to Support Student Learning

(3 sem. cr.)
Learners with exceptionalities often experience difficulties in literacy, which, in turn, negatively affect their learning and achievement. What can educators do to prepare these students for academic success? The focus of this course is on designing, implementing, monitoring and adjusting, and assessing literacy development to promote achievement across the curriculum. Education professionals use literacy assessments and interventions with students in K–12 classrooms to foster language development and to promote phonemic awareness, phonics, vocabulary development, fluency, and comprehension. Candidates explore the impact of reading and writing disabilities on learning, and consider literacy practices and strategies for developing students' academic language and supporting their diverse learning needs. In addition, candidates examine assessment data and other evidence to inform literacy instruction and incorporate assistive and other technology-based interventions.

Prerequisites
•  EDUC 6636

(Co-requisites: EDUC 6638 and EDUC 6639)

EDUC 6638 - Behavior Management to Support Learners With Exceptionalities

(3 sem. cr.)
Helping students to develop the necessary skills for positive behavior is critical to creating an educational environment where all students can learn. In this course, education professionals develop data-informed practical behavior management strategies from three different perspectives—individual behavior management, classroom
management, and school-wide behavior support. Education professionals apply behavior management strategies to create and implement an individualized behavior management plan in a K–12 classroom with a target student.

Prerequisites
- EDUC 6636

(Co-requisites: EDUC 6637 and EDUC 6639)

EDUC 6639 - Instructional Strategies for Learners With Exceptionalities

(3 sem. cr.)
How can special educators help students with exceptionalities reach their full potential? In this course, education professionals develop lesson-planning skills and apply research-based instructional strategies to promote the academic and social development of students with exceptionalities. Education professionals complete a lesson-planning project by collaborating with school personnel to design, adapt, and implement lessons in diverse K–12 classrooms.

Prerequisites
- EDUC 6636

(Co-requisites: EDUC 6637 and EDUC 6638)

EDUC 6640 - Designing Curriculum, Instruction, and Assessment♦

(3 sem. cr.)
In this course, education professionals examine classroom curriculum, instruction, and assessment in the context of standards and accountability. The importance of alignment of these components and resulting impact on student learning are emphasized. Educators explore learning theory, learner variables, and the need for differentiation to meet diverse learning needs. Multiple purposes and methods of assessment as well as effective approaches to grading and reporting will be discussed. Using their state or district standards, educators engage in a process for designing standards-driven classroom curriculum, instruction, and assessment that will meet the diverse learning needs of their students.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6647 - Dynamic Teacher Leadership♦

(3 sem. cr.)
Education professionals are introduced to the concept of teacher leadership and its value in the field of education today in this course. They engage in personal assessment and analysis so that they may cultivate the dispositions and attitudes of a teacher leader for the purpose of effecting positive change in their learning communities. They also learn the critical importance of expanding their knowledge of educational research and
theory to guide leadership decisions that effectively address today’s educational challenges. Education professionals complete coursework that emphasizes self-examination and self-perceptions with regard to teacher leadership.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.);1-443-627-7222 (toll)] for more information.

EDUC 6648 - Demonstration Teaching

(4 sem. cr.)
Demonstration teaching is the culminating experience in the teacher preparation program and is an opportunity to apply knowledge and skills and to demonstrate required competencies. During demonstration teaching, education professionals will participate in orientation activities then gradually assume complete teaching responsibility of the special education classroom for 4 consecutive weeks over a 12-week placement, gaining real-world experience and the opportunity to translate theory into practice. Candidates demonstrate the various roles of the special educator. Education professionals work closely with, and are evaluated by, their university supervisor, classroom cooperating teacher, and Walden instructor. During demonstration teaching, all special education professionals are assessed on the Teacher Performance Assessment (edTPA) and the Demonstration Teaching Evaluation. This course runs concurrently with EDUC 6649 - Seminar for Professional Educators.
Prerequisites
- All required core and specialization courses

(Co-requisites: EDUC 6649)

EDUC 6649 - Seminar for Professional Educators

(3 sem. cr.)
Taken concurrently with EDUC 6648 - Demonstration Teaching, this seminar allows education professionals to consolidate their knowledge and fine-tune their skills as they reflect on and share experiences from the districts, schools, and classrooms in which they are completing their demonstration teaching assignments. Candidates complete requirements for their ePortfolio and develop strategies for success as professional educators. The seminar promotes reflection, problem-solving among colleagues, group and individual reflection, and collaborative feedback to support professional practice. Seminar topics focus on promoting success as candidates transition from the program of study (POS) into the special education profession.
Prerequisites
- All required core and specialization courses

(Co-requisites: EDUC 6648)

EDUC 6650 - Enhancing Learning for Diverse Populations♦
In this course, education professionals explore the value of linguistic and cultural diversity and the powerful learning opportunities it affords today's classrooms and schools. They examine their attitudes, beliefs, and biases regarding linguistically and culturally diverse students, families, and communities, and they learn approaches for working together to ensure high levels of learning for all students. Through real-world observations, they assess strategies for ensuring equitable access to high-quality learning experiences. Education professionals also explore effective practices, such as cultural responsiveness, anti-bias curriculum, differentiated instruction, and academic vocabulary development.

Prerequisites
- Endorsement candidates must complete special education endorsement courses and receive a cumulative GPA of 3.0 or higher prior to moving into MS in Education courses.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6651 - Teacher Leadership in the Classroom: Increasing Learning and Achievement♦

The focus of teacher leadership expands from self to students, increasing the sphere of influence of the teacher leader to the classroom context in this course. Education professionals concentrate on advancing their expertise in the field of teaching by increasing their knowledge and skills in three key areas: knowledge of learners and learning; knowledge of subject matter and curriculum goals; and knowledge of effective teaching models, strategies, and practices. They learn to apply this expertise in the classroom in ways that directly affect the learning and achievement of their students.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6655 - Teacher Leadership: Mentoring, Coaching, and Collaboration With Colleagues♦

Education professionals address teacher leadership in the context of advancing the expertise and leadership of peers, thereby expanding education professionals' spheres of influence beyond the walls of the classroom. They explore mentoring and coaching models designed to promote the professional growth of their colleagues. They learn and apply skills for mentoring novice teachers and for engaging in coaching relationships with peers at all stages of the teacher development cycle. Through conceptual and application-based activities, education professionals address various forms of
collaboration with colleagues, focusing on interpersonal and communication skills.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6657 - Creating an Effective Classroom Learning Environment♦

(3 sem. cr.)
Education professionals have the opportunity to learn to create safe, supportive, and respectful learning environments that promote social-emotional development, self-responsibility, and character, in order to optimize learning for all students. They can learn how to foster a sense of community in the classroom and develop positive relationships with and among students. Skills and strategies for managing dynamic and flexible classroom structures and for teaching conflict resolution are presented. Educators are also provided with strategies for building positive relationships and engaging in effective communication and problem solving with parents and families.

Prerequisites
- Endorsement candidates must complete special education endorsement courses and receive a cumulative GPA of 3.0 or higher prior to moving into MS in Education courses.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6659 - Teacher Leadership in Professional Learning Communities♦

(3 sem. cr.)
The sphere of influence for education professionals is extended from working with peers to engaging with stakeholders throughout the greater school community in this course. Education professionals learn the processes, benefits, and challenges of building and working in learning communities to identify issues and solve problems that affect student learning and achievement. They consider professional growth and development as an integral part of various types of school improvement processes. Additionally, they engage in a variety of practical assignments, such as an analysis of their own school's development of mission, vision, values, goals, and communication elements as a professional learning community.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6663 - Integrating Technology in the Curriculum, Part I (Self-Directed)♦

(3 sem. cr.)
Educators in this course explore the use of technology with their students. The shift in pedagogy introduced in EDUC 6661 is further explored, with particular focus placed on
how technology can support multiple modes of learning. Educators investigate specific models for integrating the Internet into their curriculum, including WebQuests, telecollaborative projects, Internet workshops, and research or inquiry projects. After exploring and evaluating ready-made examples of each, educators try their hand at designing their own.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6668 - The Effective STEM Scholar-Practitioner

(3 sem. cr.)
STEM scholar-practitioners analyze current trends, challenges, issues, and career opportunities related to promoting STEM education. They explore research-based strategies and their application in both the classroom and the surrounding community. STEM educators engage in professional discourse about pedagogical models designed to inspire innovative thinking and learn how STEM principles can be used to advocate for social change.

EDUC 6671 - Designing Curriculum, Instruction, and Assessment, Part I♦

(3 sem. cr.)
Educators in this course are introduced to curriculum, instruction, and assessment in the context of standards and accountability and their relationships to student learning. They explore interrelationships among curriculum, instruction, and assessment: the importance of alignment, connection to learning theory and learner variables, and need for differentiation to meet diverse student needs. Educators examine and make sense of their academic standards and investigate the history, roles, and types of curricula and instruction. They analyze, evaluate, modify, and/or design curriculum and instruction for specific content and purposes.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6674 - Designing Curriculum, Instruction, and Assessment for Students With Special Needs♦

(3 sem. cr.)
Educators must recognize the importance for all students, including students with special needs, to achieve high academic standards. In this course, education professionals examine the learning challenges of students who, by definition of federal law, have disabilities as well as those of students who have significant difficulty with learning but do not qualify for special education services. Education professionals learn how to adapt curriculum, instruction, and assessment to maximize learning for students with special needs. They also have the opportunity to evaluate and describe activities and
experiences through the perspective of a student with a learning disability, thus gaining empathy and a deeper understanding of how to work with students with special needs.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6681 - Early Childhood Education: Past, Present, and Future

(3 sem. cr.)
In this course, education professionals examine the historical and philosophical foundations of early childhood care and education while exploring a variety of early childhood programs, from child care centers to preschools and primary-grade classrooms. Through this exploration, education professionals acquire a range of professional insights and opportunities regarding effective practice. They use this course to continue the development of a reasoned, coherent philosophy of education as a basis for ethical and professional practice and decision making in diverse settings. They consider the importance in establishing developmentally appropriate and culturally responsive learning environments and maintaining effective partnerships with families. Education professionals also have the opportunity to review early childhood learning and developmental theory as well as the knowledge needed to support and enhance the development and learning of all children from birth through grade 3.

EDUC 6682 - Teaching Reading, P–3

(3 sem. cr.)
Education professionals taking this course learn about research-based methods for developing literacy, including reading, writing, listening, speaking, viewing, and visually representing, in grades P–3. Education professionals gain an historical perspective on teaching reading and explore various purposes and types of literacy assessments. They explore strategies for creating an effective literacy environment and for working with parents and families. They also learn effective strategies for developing phonemic awareness, phonics skills, vocabulary, comprehension, fluency, and writing. Through field experiences, education professionals plan and implement assessment-driven, developmentally appropriate classroom lessons in various areas, addressing the diverse needs of individual children.

EDUC 6683 - Developmentally Appropriate Practices for Infants and Toddlers

(3 sem. cr.)
What constitutes high-quality care and education for infants and toddlers? Through this course, education professionals have the opportunity to answer this question as they examine developmentally appropriate practices that promote children’s total well-being and that guide development in each of the domains—physical, social, emotional, and cognitive/language. They also gain a practical overview of infant and toddler growth and development, and they explore a variety of related issues, such as health and safety,
early mental health, brain development, creative development, respectful and responsive adult-child relationships, and family involvement. Through field experience and practical applications, education professionals learn to design and evaluate environments that enrich the development and learning of infants and toddlers.

EDUC 6684 - Play and Learning for the Preschool Child

(3 sem. cr.)
Playtime for children is an opportunity for growth and discovery as well as a time to develop life skills and to learn about themselves and other children. Education professionals are offered an in-depth look at the development, learning, and play experiences of preschoolers in this course. Education professionals focus on developmentally appropriate theory, practices, and environments that enhance children’s development and learning in each of the domains—physical, social, emotional, and cognitive/language. They explore and discuss the integral roles of play and creativity in children’s learning; the role of observation as it relates to establishing a child-centered approach to planning curriculum and assessing young children; the promotion of pro-social, anti-bias learning communities; and the importance of being responsive to and inclusive of children’s family members. Through field experience, education professionals apply knowledge gained throughout the course to authentic contexts in which they demonstrate their growth and development as teaching professionals.

EDUC 6685 - Teaching Mathematics, P–3

(3 sem. cr.)
Education professionals in this course explore instructional and assessment strategies, including the best use of materials and technology, to develop children's conceptual understanding of mathematics. They engage in coursework that emphasizes real-world problem solving and incorporates content and process standards of The National Council of Teachers of Mathematics (NCTM). They assess and apply the latest research on the most effective methods for teaching developmentally appropriate mathematics curriculum from preschool through grade 3. Applying course concepts, education professionals complete various field experience assignments, such as developing various lessons on computation, algebra, data analysis, and probability.

EDUC 6686 - Teaching Across the Content Areas, P–3

(3 sem. cr.)
An important skill for early childhood educators is to recognize the benefits and work through the challenges of implementing an integrated approach to curriculum and instruction. In this course, education professionals focus on standards-based, data-driven, developmentally appropriate teaching, learning, and assessment within and across content areas in preschool through grade 3. They learn the importance of integrating literacy and mathematics in meaningful and relevant ways, and they engage in practical
assignments that focus primarily on teaching in content areas of science, social studies, and the arts. Education professionals examine standards; apply effective methods and strategies to plan instruction, including approaches to meet diverse needs; and develop ideas for integrating multiple content areas.

EDUC 6687 - Demonstration Teaching: Early Childhood Education

(6 sem. cr.)
Demonstration teaching is the culminating experience in the Teacher Preparation Program with an MAT; education professionals have the opportunity to apply knowledge and skills and to demonstrate required competencies. Demonstration teaching occurs in two different classroom settings throughout the semester. During demonstration teaching, education professionals gradually assume complete teaching responsibility of the classroom, gaining real-world experience and the opportunity to translate theory into practice. The university supervisor and classroom cooperating teacher work closely with students and evaluate their performance.

Note: The first 5 weeks of demonstration teaching run concurrently with EDUC 6686 - Teaching Across the Content Areas, P–3. The remainder of demonstration teaching runs concurrently with EDUC 6611 - Seminar: Professional Ethics, Communication, and Collaboration: Early Childhood Education.

EDUC 6688 - Action Research

(3 sem. cr.)
This course provides a structured approach to the practice of action research. Education professionals learn how to address relevant problems, become involved in collaborative inquiry, and use data and research to inform their practice. Education professionals engage in reflective practices as they plan data-informed actions to improve student learning, contribute to positive change in school environments, and enhance their professional growth.
Prerequisites
- EDUC 6605
- EDUC 6607
- EDUC 6627

(Co-requisites: EDUC 6209)

EDUC 6689 - Guiding and Supporting School Literacy Environments

(3 sem. cr.)
The reading teacher serves as a knowledgeable resource throughout the school or district. In this course, education professionals acquire the knowledge and skills to work with staff, students, and others to create a vibrant literacy environment that promotes a vision of literacy for all children building upon their linguistic, cultural, and academic
diversity. Education professionals learn how to use school assessment data to determine appropriate supports for students and staff, including Response to Intervention (RTI), leadership activities, and intervention programs that incorporate foundational knowledge and effective practices. Approaches to providing teacher professional development and to managing and improving school-wide literacy initiatives, including the integration of technology tools and resources, will be emphasized.

EDUC 6706 - The Beginning Reader, PreK–3+

(3 sem. cr.)
Building a strong foundation of literacy skills and experiences in young children is critical to their success in school and life. In this course, education professionals take a developmental approach to literacy instruction and provide practical research-based approaches to help students in preschool through third grade achieve the literacy goals of the Common Core State Standards (CCSS) and/or other state standards. The characteristics of emergent and beginning readers and writers are explored, focusing on essential literacy components, including oral language, phonological awareness, concepts of print, phonics, fluency, vocabulary, and comprehension. Education professionals evaluate the role of motivation in learning to read, and they explore writing and multiple text genres. Education professionals plan and implement developmentally appropriate assessment and instruction, including technology tools, to support the literacy development of all learners in preschool through third grade.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6707 - The Developing Reader, Grades 4–6+

(3 sem. cr.)
The intermediate grades present unique challenges and opportunities for literacy learning, including complexity of text, students' use of technology, student motivation to learn, and student identity development. Education professionals have opportunities to evaluate research-based instructional and assessment practices to help students in grades 4–6 actively engage in literacy learning and achieve the literacy goals of the Common Core State Standards (CCSS) and other state standards. Education professionals examine the role of literacy in content area learning, explore ways to teach close reading of complex texts, and consider how to incorporate different levels, types, and genres of text to support all students' learning and literacy development. Through coursework, education professionals focus on effective strategies to support writing about text, academic vocabulary, listening and speaking, and the effective use of technology tools to support content area reading.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
EDUC 6708 - Literacy Development in a Culturally and Linguistically Diverse Classroom

(3 sem. cr.)
Today’s classrooms reflect the rich cultural and linguistic diversity of the world outside of school. Through this course, education professionals work toward establishing a culturally responsive classroom where literacy development can flourish for all students. Education professionals learn and apply strategies to scaffold and support English-language learners at all levels of language acquisition. They examine the second-language acquisition process and methods to assess second-language and literacy proficiencies. Additionally, they learn to select culturally sensitive and relevant instructional materials and work with parents, community members, and other colleagues to support student success.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6709 - Literacy Development in an Academically Diverse Classroom

(3 sem. cr.)
Today’s inclusive classrooms require teachers to become competent and confident in working with students who struggle with reading and writing. Education professionals in this course focus on accelerating the literacy development of students with reading difficulties, including students who have specific learning disabilities, and addressing the needs of students considered gifted. They use diagnostic assessments, apply research-based strategies, and work with reading specialists/coaches and special educators to support academically diverse needs within the larger classroom context. They also explore and discuss a variety of topics, including informal and formal assessment, methods to differentiate and scaffold instruction, progress monitoring, leveling books, intervention strategies, and use of motivating texts. Additionally, education professionals learn the importance of collaboration with support resources.

Note: This course offered in an accelerating format.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6710 - Understanding the Impact of Technology on Education, Work, and Society

(3 sem. cr.)
As new and emerging technologies transform the landscape of education, the possibilities for learning and discovery grow exponentially. Through this course, education professionals examine the history and evolution of technology in society and its influence on education. Education professionals explore technology as a vehicle for broad access, and they employ a variety of digital-age tools, including social networking,
interactive learning tools, and collaboration software, to inspire and motivate today’s learners. They also explore and discuss ethical considerations, responsible use, and cyber safety issues. Through practical applications, such as designing a lesson that incorporates blogs, wikis, or podcasts, they gain hands-on experience integrating technology into the classroom.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6711 - Bridging Learning Theory, Instruction, and Technology♦

(3 sem. cr.)
Education professionals in this course explore various learning theories and research on how the brain processes information as well as how they can use this knowledge to support the use of technology in the classroom. They explore and evaluate various technologies, such as computer-mediated instruction and virtual learning environments, as means to foster learner-centered classrooms where students are motivated. Education professionals also learn how to support and enhance instructional practices using technology and how to integrate developmentally appropriate practices in teaching and learning with the latest digital resources available. Applying course concepts, they revise a lesson plan to support and facilitate student engagement using technology-based cognitive tools.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6712 - Supporting Information Literacy and Online Inquiry in the Classroom♦

(3 sem. cr.)
In this course, education professionals develop a new, expanded definition of what it means to be literate in today's technology-rich world. Education professionals explore the use and application of multimedia and Internet technologies that enhance learning and support collaborative problem-solving in a digital information society. They learn strategies for how to prepare students across the grade levels for the complex challenges related to reading, critical thinking, researching, and communicating in the 21st century. Synthesizing course concepts, they assess curriculum standards in their area and develop an inquiry-based unit plan designed to develop their students’ information and visual literacy skills and meet a specific learning outcome or standard in their subject area.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6713 - Integrating Technology Across the Content Areas♦
In this course, education professionals expand their focus of technology use in the classroom by exploring instructional strategies and digital tools that facilitate content area literacy and learning. Education professionals learn how to design technology-infused projects that motivate students and help them meet specific curricular standards. They also explore developmentally appropriate ways of using multimedia and Internet technologies to bring discipline-specific concepts to life and foster interdisciplinary connections that enhance learning across the curriculum.

◊ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6714 - Reaching and Engaging All Learners Through Technology♦

(3 sem. cr.)
Education professionals in this course learn to apply various technologies to enable and empower learners with diverse backgrounds, learning preferences, and ability levels. They employ digital-age solutions for differentiating instruction to meet varying needs, including assistive technologies that facilitate learning in students with special needs, programs that support English-language learners, and projects that engage and motivate gifted students. Through this course, they learn to harness the power of leading-edge technologies to increase learning and achievement for all students.

◊ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6715 - New and Emerging Technologies♦

(3 sem. cr.)
Through this course, education professionals consider the future of teaching and learning, discover promising trends in technology, and investigate opportunities to become leaders in the field of technology and learning. They consider how to address school-wide challenges, such as limited resources and resistance to change, and they explore skills and strategies, such as grant writing and leading change. Additionally, they complete a capstone project that demonstrates their ability and willingness to become advocates and change agents who use technology to address challenges and create opportunities within the field of education.

◊ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6716 - Clinical Experience 1

(1 sem. cr.)
This is an 8-week course taken concurrently with the methods course EDUC 6632 - Assessment and Instruction to Promote Literacy Development. Both courses align to
Minnesota Reading Teacher standards. Education professionals read and view standards-based learning resources, and discuss and apply learning objectives in the methods course. Concurrently, they implement the Literacy Assessment and Instructional Plan (LAIP) project in their clinical setting. The LAIP is designed to bring the course learning and weekly application of the learning into focus via implementation of various assessments with different learners and creation of an instructional plan.

EDUC 6717 - Clinical Experience 2

(1 sem. cr.)
This is an 8-week course taken concurrently with the methods course EDUC 6633 - Reading, Writing, and Critical Thinking in Content Disciplines. Both courses are aligned to Minnesota Reading Teacher standards. Education professionals read and view standards-based learning resources and discuss and apply learning objectives in the methods course. Concurrently, they implement the Literacy Assessment and Instructional Plan (LAIP) project in their clinical setting. The LAIP is designed to bring the course learning and weekly application of the learning into focus via implementation of various assessments with different learners and creation of an instructional plan.

EDUC 6718 - Clinical Experience 3

(1 sem. cr.)
This is an 8-week course taken concurrently with the methods course EDUC 6634 - Assessment and Intervention for Students With Reading Difficulties. Both courses are aligned to Minnesota Reading Teacher standards. Education professionals read and view standards-based learning resources, and they discuss and apply learning objectives in the methods course. Concurrently, they implement the Struggling Reader Case Study (SRCS) project in their clinical setting. The SRCS is designed to bring the course learning and weekly application of the learning into focus via implementation of various assessments with one learner who struggles with reading tasks and creation of an intervention plan.

EDUC 6719 - Clinical Experience 4

(1 sem. cr.)
This is an 8-week course taken concurrently with the methods course EDUC 6689 - Guiding and Supporting School Literacy Environments. Both courses are aligned to Minnesota Reading Teacher standards. Education professionals read and view standards-based learning resources, and they discuss and apply learning objectives in the methods course. Concurrently, they develop the Schoolwide Literacy Plan (SLP) Project in their clinical setting. The SLP Project is designed to bring the course learning and weekly application of the learning into focus via creation of a school-wide literacy improvement...
plan, collaborative review of the plan with key stakeholders, and evaluation of the impact of the project as a whole on professional growth and student learning.

EDUC 6720 - The Special Educator as Instructional Leader♦

(3 sem. cr.)
Powerful internal and external forces affect the leadership capacity and influence potential of special educators. In this course, education professionals examine internal variables, such as their emotional, spiritual, mental, and physical health. They also consider external variables, including current trends and issues related to medicine, neuroscience, research, law and governance, and technology. Moreover, education professionals explore the influence of these variables on teaching, learning, and enhancing their leadership capacity.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6721 - The Impact of Disabilities on Learning and Teaching♦

(3 sem. cr.)
Special educators understand the breadth and depth of each disability, and they continually expand their knowledge and skills related to the impact of cognition, behavior, sensory input, and physical/health issues on learning and teaching. Education professionals in this course examine disabilities beyond the surface level of definitions, characteristics, and common understandings to a deeper, life-encompassing, and future-planning perspective. Through this course, education professionals further their ability to advocate for individuals with disabilities and for the field of special education.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6722 - Strategic Collaboration in Special Education♦

(3 sem. cr.)
Teaming, partnerships, and collaboration are practices that special educators must embrace and continually hone and refine. Education professionals in this course explore the attitudes, skills, and dispositions that foster healthy and productive collaborative relationships, which are essential for working with teams to provide services for individuals with disabilities. They also examine the benefits and challenges of collaborating with others to maximize the learning potential of every student.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6723 - Advanced Instructional Strategies in Special Education♦
Providing accommodations and differentiating instruction are essential practices for special educators. In this course, education professionals learn advanced research-based approaches for designing, adapting, prescribing, and delivering instruction in the content areas, with special emphasis on progress monitoring. They also examine content-area standards and curriculum, focusing on the goal of designing standards-based, individualized instruction that is functional, appropriate, and systematic.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6724 - Literacy Interventions in Special Education

Reading, writing, and communicating are literacy competencies that impact the quality of life for all people, especially individuals with disabilities; however, learning and behavioral disabilities often have a major influence on literacy development, thus requiring special educators who are well-versed in this area of learning and teaching. In this course, education professionals learn to identify reading and writing disabilities and collaborate with others to devise appropriate and effective interventions, including the use of assistive technologies. They engage in a variety of conceptual and application-based assignments that emphasize progress monitoring and ongoing assessment of literacy skills, strategies, and dispositions.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6725 - Advanced Behavioral Interventions in Special Education

Behavior impacts human development at all ages and stages of life and is typically a matter of concern for individuals with disabilities. Education professionals in this course focus on understanding, assessing, managing, teaching, and monitoring behavior. They also review classroom and school management strategies, and they explore in greater depth individual functional analysis and individual behavior management plans, focusing on the goal of transition planning.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6726 - Understanding the English Language Learner

In this course, education professionals gain a historical and cultural perspective of K–12 English-language learners. They explore concepts, theories, research, and first and second language acquisition differences to understand and teach this diverse group
of students. Education professionals also examine their own attitudes, beliefs, and biases and learn the importance of developing culturally responsive learning environments. They also learn the value of working collaboratively with families and school staff to support the needs of all students in the general classroom.

- Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**EDUC 6727 - Strategies for Teaching English as a Second Language**

(3 sem. cr.)

Education professionals in this course learn effective instructional skills and strategies to teach English as a second language in the K–12 classroom. Through conceptual and practical discussions and activities, they learn strategies and techniques to help students develop listening, speaking, reading, writing, and vocabulary skills in a variety of English-language learning environments. They also examine a range of language-learning programs, such as dual language immersion, transitional bilingual education, and structured English immersion. Additionally, education professionals learn to apply theories of second-language learning, literacy development, and standards-based teaching strategies to provide productive learning environments for English-language learners in general classroom settings.

- Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**EDUC 6728 - Strategies for Teaching Content to English-Language Learners**

(3 sem. cr.)

Making academic content accessible and comprehensible for English-language learners requires specific strategies that K-12 teachers need to know and be able to do. By focusing on academic language, content acquisition, the use of adaptive technology, and English language models including Specifically Designed Academic Instruction in English (SDAIE), teachers learn practical ways to meet content standards for students with diverse needs, learning styles, and abilities. Education professionals address ways to prepare lessons that integrate both content and literacy objectives to better enhance the English language development of their English-language learners.

- Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**EDUC 6729 - Assessment and the English-Language Learner**

(3 sem. cr.)

Education professionals taking this course are introduced to a variety of formative and summative assessment tools to inform instruction and identify and evaluate language proficiency levels of English-language learners in K-12 classrooms. Education
professionals utilize assessment strategies designed to measure listening, speaking, reading, and writing skills. Topics include an overview of the challenges and issues teachers face, including language bias and testing, the inappropriate placement of English-language learners, and the role of standards and high-stakes testing. Education professionals will be able to interpret quantitative and qualitative assessment data results of both formal and informal assessments.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.);1-443-627-7222 (toll)] for more information.

EDUC 6730 - Curriculum Design for Learning♦

(3 sem. cr.)
Professional educators must have the knowledge and skill to make important decisions regarding what students learn and how they will learn it to ensure student success. In this course, education professionals engage in a research-based process for designing and mapping curriculum that motivates students and promotes academic success. Beginning with the end in mind, education professionals identify clear learning goals and big ideas, create authentic assessments, and develop essential questions to guide effective instructional planning and ongoing assessments using their district or state standards and/or benchmarks. They also apply the curriculum design process to a subject area they teach, keeping in mind the influence of learning environment, family involvement, and social development on the design process.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.);1-443-627-7222 (toll)] for more information.

EDUC 6731 - Assessment for Student Learning♦

(3 sem. cr.)
Education professionals in this course examine the historical and contemporary perspectives on assessment, including trends in high-stakes assessment and accountability. They learn types and purposes of assessment as well as how to use assessments effectively. Education professionals also analyze strengths and weaknesses of various assessment methods and use ongoing assessments to guide decisions that will improve student performance. They explore and discuss data collecting and analysis, grading, record-keeping, and reporting. Additionally, they learn the importance of student self-assessment and the best ways to support their students in monitoring learning and reflecting on how to improve personal performance.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.);1-443-627-7222 (toll)] for more information.

EDUC 6732 - Differentiated Instruction♦
The practice of differentiating instruction is a way for educators to meet diverse learning needs and preferences without having to individualize instruction for every student. In this course, education professionals learn how to differentiate five instructional elements—content, product, process, affect, and learning environment—according to students' interests, readiness, and learning profile. They explore flexible grouping and managing the differentiated classroom. Using their classroom curriculum, they plan and implement differentiated lessons and align them to important learning goals, essential questions, and formative and summative assessments while ensuring that their instruction includes meaningful applications of knowledge. Education professionals also learn how to draw on resources, such as staff, community members, and educators to support the "whole" child in the learning process.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6733 - Action Research for Educators♦

(3 sem. cr.)

Education professionals use action research in a variety of ways to positively impact P–12 student learning. They examine, design, and implement action research. They address relevant problems, become involved in collaborative inquiry, use data and research to inform their practice, improve P–12 student academic success, and contribute to positive social change in their classrooms and school environments. Education professionals collect and analyze student data, develop and implement data-informed decisions to guide instructional planning, and engage in reflective practices to ensure continuous improvement and enhance professional growth.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6734 - Differentiated Instruction (Accelerating)

(3 sem. cr.)

The practice of differentiating instruction is a way for educators to meet diverse learning needs and preferences without having to individualize instruction for every student. In this course, education professionals learn how to differentiate five instructional elements—content, product, process, affect, and learning environment—according to students' interests, readiness, and learning profile. They explore flexible grouping and managing the differentiated classroom. Using their classroom curriculum, they plan and implement differentiated lessons and align them to important learning goals, essential questions, and formative and summative assessments while ensuring that their instruction includes meaningful applications of knowledge. Education professionals also learn how to draw on resources, such as staff, community members, and educators, to
support the "whole" child in the learning process.

Note: This course is offered in an accelerating format.

EDUC 6735 - Habits of Mind: Thinking Skills to Promote Self-Directed Learning (Accelerating)

(3 sem. cr.)
Education professionals in this course are helped to develop skills and strategies to prepare students for living and learning productively in today's society. They complete a variety of assignments designed to provide practical application of course content, such as designing a lesson in which they integrate habits of mind with other instructional elements to achieve multiple outcomes. They also create a rubric that allows students to demonstrate learning in each area of the lesson. Additionally, they reflect on the theories, concepts, and strategies learned in the course and consider the influence of new knowledge on future personal and professional endeavors. Through this course, education professionals learn how to help students manage, motivate, and modify their own learning as a continuing lifelong process.

Note: This course is offered in an accelerating format.

EDUC 6737 - Strategies for Teaching English as a Second Language (Accelerating)

(3 sem. cr.)
Education professionals in this course learn effective instructional skills and strategies to teach English as a second language in the K–12 classroom. Through conceptual and practical discussions and activities, they learn strategies and techniques to help students develop listening, speaking, reading, writing, and vocabulary skills in a variety of English-language learning environments. They also examine a range of language-learning programs, such as dual language immersion, transitional bilingual education, and structured English immersion. Additionally, education professionals learn to apply theories of second-language learning, literacy development, and standards-based teaching strategies to provide productive learning environments for English-language learners in general classroom settings.

Note: This course is offered in an accelerating format.

EDUC 6740 - Qualities of Effective Professional Development

(3 sem. cr.)
Effective professional development is foundational in improving a school system's ability to raise student achievement. Education professionals in this course examine the history and research that supports the need for ongoing professional learning for teachers, principals, and all adults who interact with students in P–12 schools. They use case studies of schools and districts that have achieved results to learn the standards of exemplary professional-development programs and analyze the attributes necessary for
success. Education professionals also have the opportunity to explore the roles and responsibilities of professional developers inside and outside the classroom as well as career paths for developing leadership skills in the area of adult and student learning.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6741 - Designing Professional Development

(3 sem. cr.)
Professional development that ensures quality teaching for all students is based on a model of continuous improvement that is data-driven and grounded in research-based practices. In this course, education professionals examine a variety of professional-development models and select and plan the most appropriate approach to support their goal. Using adult-learning theory as a foundation, education professionals explore models of adult learning, change, and cycles of improvement. They also design strategies to build strong professional-development programs that include planning, delivering, following-up, and evaluating influence on teacher practices and student learning.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6742 - Implementing Professional Development

(3 sem. cr.)
Delivering and sustaining professional development requires an understanding of culture and change. In this course, education professionals develop skills to set expectations, facilitate professional learning, support individual growth, and build collaborative teams. Using change theory, they learn to monitor and support adult learning by organizing professional learning communities that focus on student needs and school goals. They explore strategies for delivering and providing continuous follow-up and support of professional learning. Education professionals also learn how to use collaboration, facilitation, coaching, and mentoring skills to involve colleagues, staff, families, and other key stakeholders in making decisions that are based on research-based practices and support a culture of learning that involves educators, students, parents, and community.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6743 - Evaluating Professional Development

(3 sem. cr.)
Evaluating the influence of professional-development efforts is crucial to ongoing success. Education professionals in this course explore systemic and comprehensive approaches for linking professional learning to student learning and using data to make informed decisions on how to improve the practices of educators and assess the
influence on student learning. Using logic theories, they learn how to collect and analyze data from student work and teacher practice to make informed decisions that lead to continuous improvement. They engage in coursework that emphasizes communicating and disseminating results to multiple constituents within the school system. They also focus on system approaches that promote shared leadership in continuing, improving, and sustaining effective professional development at the district, school, and classroom levels.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6751 - Creating Supportive Learning and Service Environments♦

(3 sem. cr.)
Supporting and retaining students until graduation are central to the mission of all institutions of higher education. In this course, education professionals investigate strategies for increasing student success throughout their college experience, from admission to graduation. They explore the ways in which faculty and staff throughout the institution can work collaboratively and leverage resources, such as emerging technologies, to create positive learning experiences. Educators focus on the interplay between academic and student support programs as well as how to design and implement such programs to maximize opportunities for student success.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6752 - Leading Change in Student Support Programs♦

(3 sem. cr.)
In this course, education professionals explore strategies for leading change in programs and services to support student success and retention. Education professionals engage in research and discussion on a variety of issues, such as assessing needs, developing programs, and seeking resources through fundraising and grant writing. They also engage in activities that focus on ways that change efforts can support an institution’s mission and strategic goals, such as increasing the participation of traditionally underrepresented populations in key program areas and building more inclusive communities of learners.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6753 - Planning and Program Development for Online and Distance Learning♦

(3 sem. cr.)
Learning technologies continue to advance and diversify; therefore, a critical task in education is to ensure that such technologies are used in a manner that works for the
institution and its students. Education professionals in this course are introduced to the process of planning and developing online and distance-learning programs. Education professionals investigate best practices in program structure and approach; steps in the planning process; requirements for accreditation and accountability; and emerging trends in integrating online technologies into a variety of learning environments. Through an integrative course project, they apply course concepts as they develop a project management toolkit that integrates specific steps and requirements associated with planning and developing an online program.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6754 - Administration and Assessment in Online and Distance Learning♦

(3 sem. cr.)
Implementing a high-quality online or distance-learning program requires careful planning and attention to a range of issues affecting the program's operational effectiveness, productivity, and ability to support and retain students. In this course, education professionals explore strategies for staffing, scheduling, and supporting students as well as methods for assessing the effectiveness of these strategies in achieving program goals. They engage in discussions and critical analyses of approaches to program management, assessment, and continuous improvement, focusing on the goal of ensuring that online and distance-learning programs maintain their competitive edge.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6755 - Principles of Marketing and Enrollment Management♦

(3 sem. cr.)
In an increasingly competitive market, colleges and universities must develop strategies for attracting and retaining students according to their missions and the needs of the community. In this course, professionals learn fundamental principles of marketing, institutional promotion, and enrollment management in a higher education context, including branding, differentiating and positioning, forecasting, and communicating with the public and alumni. They engage in discussions on a variety of issues related to strategic enrollment management processes, including legal and regulatory considerations related to student recruitment, financial aid, diversity issues, and methods to align marketing and recruitment efforts with institutional mission and goals. Demonstrating understanding of course concepts, education professionals complete an institutional case study to examine institutional approaches to enrollment management and marketing as well as related challenges.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
EDUC 6756 - Emerging Trends in Marketing, Recruitment, and Institutional Promotion

(3 sem. cr.)
New technologies that can support an institution's efforts to recruit and retain students are emerging every day. These technologies can be powerful tools for promoting and increasing awareness of an institution's products and services. Education professionals in this course explore applications of online social networking systems, digital media, and other communications tools. They also examine traditional media and public relations strategies, which leaders at all levels of an institution can use to attract, engage, and retain students and to generate institutional awareness. Additionally, they gain practical experience developing a marketing and communication plan in which they incorporate strategies and media tools to refine an institutional message.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6757 - Planning for Learning

(3 sem. cr.)
Effective learning experiences start with a clear plan. Decisions about what to teach, how to teach, and how to ensure students are achieving important learning goals confront every college instructor. Education professionals are introduced to concepts of planning curriculum and courses, establishing goals and outcomes, aligning outcomes with professional or disciplinary standards, prioritizing content, and planning for student engagement and active learning in this course. They engage in discussions and activities that emphasize the development of decision-making processes, which they can use to create effective plans for learning. Through an integrative course project, education professionals apply course concepts as they develop a learning plan that incorporates learning goals and teaching and assessment strategies.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6758 - Creating Engaging Learning Experiences

(3 sem. cr.)
A growing body of literature on effective practices in higher education highlights the importance of student engagement in the learning process. In this course, education professionals explore principles and processes for creating meaningful, student-centered learning experiences in a variety of educational contexts, including ways of using technology to support learning. They focus on how they can address the needs of diverse learners using active learning strategies, share responsibility for learning with their students, and empower their students to become more self-directed. Education professionals also learn to anticipate and address the challenges that self-directed
approaches might create for students who are more familiar with traditional learning environments.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6759 - Assessing for Learning

(3 sem. cr.)
Assessment in college teaching involves several critical processes: giving students meaningful tasks that allow them to demonstrate their learning; providing feedback that enables students to improve their performance; and using data about student learning to continually improve teaching. Education professionals are provided with opportunities to design and discuss approaches to evaluation and assessment that support learner motivation and development, track progress toward outcomes, and gain information they can use to inform their own practice, including ways that technology can augment these approaches. Through this course, education professionals can learn what it means to engage in teaching scholarship—the process of investigating their teaching and sharing demonstrably effective approaches with their peers.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6760 - Facilitating Learning Online

(3 sem. cr.)
Online learning represents the fastest growing sector of higher education and is used in a variety of contexts. Education professionals in this course analyze how online learning can serve as a supplement to textbooks and traditional classroom instruction, a substitute for face-to-face time in blended or hybrid classes, and the exclusive method of learning in fully online courses and programs. They explore how online learning presents special opportunities as well as challenges to faculty and students. Through the development of an online learning experience, education professionals practice strategies for planning, facilitating, and assessing learning online, and they gain a better understanding of how to use online learning technologies to enhance learning and motivate students.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6761 - Globalization in Higher Education

(3 sem. cr.)
Globalization is a phenomenon affecting almost every aspect of society, from politics to commerce to entertainment. Higher education is no exception; technology and social mobility increasingly lead to opportunities for collaboration and competition among
Institutions globally. In this course, education professionals investigate trends and issues in higher education worldwide, including ways in which institutions serve the needs of an increasingly mobile student population. Through assignments designed to provide practical application of course content, education professionals consider globalization through a variety of contexts, such as in their personal and professional lives, student experiences, and challenges and opportunities. They also explore international differences in institutional organization and governance, operations and services, accountability, and articulation; they use this knowledge to inform later study of program development and administration.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6762 - Administering International Higher Education Programs

(3 sem. cr.)
Leaders in academic programs and student services have a growing number of opportunities to provide their students with educational experiences that take place in one or more international contexts. Education professionals in this course address strategies for international student recruitment and support; development and administration of cooperative programs, such as study abroad; implementation of technology applications to support international experiences; and other approaches to entering and enhancing their position in the global higher education market.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6765 - Early Childhood Systems

(3 sem. cr.)
Involvement in public policy and advocacy efforts help foster the well-being of young children and families as well as the field of early childhood education. Effective involvement in the field of early childhood education, however, requires a foundational understanding of the system, its functions, and all its parts. In this course, education professionals examine the complexities of the early childhood infrastructure from local, state, national, and international perspectives. They explore, discuss, and blog about a variety of topics, such as public opinion with regard to the value and importance of providing quality services; parent, family, and community engagement; influence of current sociocultural, economic, and political contextual factors; and personal perspectives and reflections on the bonds of a collaborative learning community. Education professionals also analyze case studies to understand policy formation; connections between policies, politics, government; and allocation of funds.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
EDUC 6766 - Tools for Policymakers and Advocates♦

(3 sem. cr.)
Early childhood professionals must be skilled advocates to effect change positively. Education professionals are provided with the opportunity to gain the necessary tools, strategies, and insights to influence policy and advocate for young children, families, and the profession. Education professionals explore grant writing as well as family and political advocacy and research practices integral to effective leadership roles. Through a variety of conceptual and application-based assignments, they gain practical insight on building coalitions, developing communications plans, and designing effective public policies and advocacy initiatives.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6771 - Bridging Learning Theory, Instruction, and Technology (Accelerating)

(3 sem. cr.)
Education professionals in this course explore various learning theories and research on how the brain processes information as well as how they can use this knowledge to support the use of technology in the classroom. They explore and evaluate various technologies, such as computer-mediated instruction and virtual learning environments, as a means to foster learner-centered classrooms where students are motivated. Education professionals also learn how to support and enhance instructional practices using technology and how to integrate developmentally appropriate practices in teaching and learning with the latest digital resources available. Applying course concepts, they revise a lesson plan to support and facilitate student engagement using technology-based cognitive tools.

Note: This course offered in an accelerating format.

EDUC 6772 - Supporting Information Literacy and Online Inquiry in the Classroom (Accelerating)♦

(3 sem. cr.)
In this course, education professionals develop a new, expanded definition of what it means to be literate in today's technology-rich world. Education professionals explore the use and application of multimedia and Internet technologies that enhance learning and support collaborative problem-solving in a digital information society. They learn strategies for how to prepare students across the grade levels for the complex challenges related to reading, critical thinking, researching, and communicating in the 21st century. Synthesizing course concepts, they assess curriculum standards in their area and develop an inquiry-based unit plan designed to develop their students' information and visual literacy skills and meet a specific learning outcome or standard in their subject area.
EDUC 6775 - New and Emerging Technologies (Accelerating)

(3 sem. cr.)
Through this course, education professionals consider the future of teaching and learning, discover promising trends in technology, and investigate opportunities to become leaders in the field of technology and learning. They consider how to address school-wide challenges, such as limited resources and resistance to change, and they explore skills and strategies, such as grant writing and leading change. Additionally, they complete a capstone project that demonstrates their ability and willingness to become advocates and change agents who use technology to address challenges and create opportunities within the field of education.

Note: This course offered in an accelerating format.

EDUC 6780 - Exploring Leadership, Collaboration, and Consultation

(3 sem. cr.)
Leadership and collaboration are essential skills for working with teams to provide effective services for individuals with exceptionalities. These are practices that special educators must embrace and continually refine. Educators in this course will analyze the skills and dispositions that build healthy leadership styles and produce positive collaborative relationships. They will also examine the benefits and challenges of leading and collaborating with others to maximize the learning potential of every student.

Note: Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6781 - Special Education: Honoring Due Process

(3 sem. cr.)
Special education teachers are constantly confronted with ever-changing rules and regulations. In order to effectively lead and collaborate with teachers, families, and other professionals, special education teachers must have a thorough knowledge of the history and current practices related to special education advocacy, policy, and law. When presented with real-life scenarios, candidates will create practical solutions grounded in law and policy.

EDUC 6782 - Supporting Effective Evaluation and Assessment Practices

(3 sem. cr.)
Special educators in today's schools are responsible for working with a team to evaluate and assess to determine eligibility, create educational plans, and evaluate progress.
order to do this, they must be aware of and be able to implement culturally responsive, valid, and reliable practices. In this course, candidates will synthesize formal and informal assessments to monitor progress and analyze achievement to drive instructional strategies and assistive technologies for students with exceptionalities.

**EDUC 6783 - Creating Effective Behavior Interventions**

*(3 sem. cr.)*
Behavior greatly impacts all students’ ability to learn. Special educators are the most frequently called-upon professionals to evaluate, assess, and create behavior interventions whether a student is in a self-contained classroom or an inclusive setting. Candidates will be presented with a case study and reflect together on the behavior by identifying the antecedents and consequences presented. Furthermore, they will develop intervention strategies and share resources of evidence-based practices for improving behavior.

**EDUC 6784 - Adapting Instruction Using Evidence-Based Strategies**

*(3 sem. cr.)*
Providing accommodations and differentiating instruction are essential practices for special educators. In this course, special education professionals will apply research-based strategies for designing, delivering, and adapting instruction for students with exceptionalities. Candidates will be presented with real-life scenarios and must debate appropriate research-based instructional strategies to optimize learning for all students.

**EDUC 6785 - Implementing Literacy-Based Instructional Interventions**

*(3 sem. cr.)*
Reading, writing, and communication are literacy competencies that impact the quality of life for all people, especially individuals with exceptionalities. Special education professionals will devise appropriate and effective interventions for individuals with exceptionalities. Candidates will engage in a variety of conceptual and application-based assignments that emphasize ongoing assessment of literacy skills, strategies, and dispositions. Additional areas of emphasis include cultural and linguistic diversity, assistive technologies, and inclusive environments.

**EDUC 6791 - Special Education: Honoring Due Process (Accelerating)**

*(3 sem. cr.)*
Special education teachers are constantly confronted with ever-changing rules and regulations. In order to effectively lead and collaborate with teachers, families, and other professionals, special education teachers must have a thorough knowledge of the history and current practices related to special education advocacy, policy, and law. When presented with real-life scenarios, candidates will create practical solutions grounded in
law and policy.

Note: This course offered in an accelerating format.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6793 - Creating Effective Behavioral Interventions (Accelerating)

(3 sem. cr.)

Behavior greatly impacts all students' ability to learn. Special educators are the most frequently called upon professionals to evaluate, assess, and create behavior interventions whether a student is in a self-contained classroom or an inclusive setting. Candidates will be presented with a case study and reflect together on the behavior by identifying the antecedents and consequences presented. Furthermore, they will develop intervention strategies and share resources of evidence-based practices for improving behavior.

Note: This course offered in an accelerating format.

EDUC 6795 - Implementing Literacy-Based Instructional Interventions (Accelerating)

(3 sem. cr.)

Reading, writing, and communication are literacy competencies that impact the quality of life for all people, especially individuals with exceptionalities. Special education professionals will devise appropriate and effective interventions for individuals with exceptionalities. Candidates will engage in a variety of conceptual and application-based assignments that emphasize ongoing assessment of literacy skills, strategies, and dispositions. Additional areas of emphasis include cultural and linguistic diversity, assistive technologies, and inclusive environments.

Note: This course offered in an accelerating format.

EDUC 6801 - Field Experience

(1 sem. cr.)

Through field experiences, principal candidates have authentic opportunities to apply what they have learned in courses and expand what they know and are able to do. All principal candidates in the program are required to spend a total of 240 hours in three settings (elementary school, middle or junior high school, and high school) mentored by licensed and practicing school principals. Field experience must include at least 160 hours in the candidate’s preferred level or primary teaching experience and 40 hours at each of the other two levels.

EDUC 6802 - Field Experience
Through field experiences, principal candidates have authentic opportunities to apply what they have learned in courses and expand what they know and are able to do. All principal candidates in the program are required to spend a total of 240 hours in three settings (elementary school, middle or junior high school, and high school) mentored by licensed and practicing school principals. Field experience must include at least 160 hours in the candidate’s preferred level or primary teaching experience and 40 hours at each of the other two levels.

**EDUC 6803 - Field Experience**

(1 sem. cr.)

Through field experiences, principal candidates have authentic opportunities to apply what they have learned in courses and expand what they know and are able to do. All principal candidates in the program are required to spend a total of 240 hours in three settings (elementary school, middle or junior high school, and high school) mentored by licensed and practicing school principals. Field experience must include at least 160 hours in the candidate’s preferred level or primary teaching experience and 40 hours at each of the other two levels.

**EDUC 6804 - Field Experience**

(1 sem. cr.)

Through field experiences, principal candidates have authentic opportunities to apply what they have learned in courses and expand what they know and are able to do. All principal candidates in the program are required to spend a total of 240 hours in three settings (elementary school, middle or junior high school, and high school) mentored by licensed and practicing school principals. Field experience must include at least 160 hours in the candidate’s preferred level or primary teaching experience and 40 hours at each of the other two levels.

**EDUC 6805 - Field Experience**

(1 sem. cr.)

Through field experiences, principal candidates have authentic opportunities to apply what they have learned in courses and expand what they know and are able to do. All principal candidates in the program are required to spend a total of 240 hours in three settings (elementary school, middle or junior high school, and high school) mentored by licensed and practicing school principals. Field experience must include at least 160 hours in the candidate’s preferred level or primary teaching experience and 40 hours at each of the other two levels.

**EDUC 6806 - Field Experience**
Through field experiences, principal candidates have authentic opportunities to apply what they have learned in courses and expand what they know and are able to do. All principal candidates in the program are required to spend a total of 240 hours in three settings (elementary school, middle or junior high school, and high school) mentored by licensed and practicing school principals. Field experience must include at least 160 hours in the candidate’s preferred level or primary teaching experience and 40 hours at each of the other two levels.

**EDUC 6880 - Social Entrepreneurship and Innovation: A Global Perspective**

(3 sem. cr.)
Social entrepreneurs are gaining international attention motivated by the desire for change and to see the world as it can be, not as it is. Students in the course will learn how social entrepreneurs have developed creative solutions to address social problems. The intention of the course is to develop knowledge, appreciate of the role of social entrepreneurs who create social change, deepen students’ understanding of the world around them, and inspire them to use their skills and knowledge to be, as Gandhi said, "the change you wish to see in the world."

Students in this course will gain knowledge about social entrepreneurs and how they are creating solutions to address societal problems, learn how to develop creative solutions to address social problems, and empower students to see social entrepreneurship as a force for social change. The course is designed for those who want to gain valuable tools to prepare them to make an impact on the lives of others. This course will be housed in the School of Public Policy and Administration for future upgrades and course maintenance.

**EDUC 6881 - Grant Writing**

(3 sem. cr.)
Grant writing is the method by which external funding can be secured by educational institutions, community organizations, and nonprofit agencies to provide services to the community. In this course, students will understand processes and gain basic skills needed for successful grant writing. These processes and skills consist of developing a project idea, identifying a funding agency, writing a compelling needs statement with goals and measurable objectives, developing a budget, collaborating with other people, submitting the grant application, understanding the grant review process, responding to the review, and managing the grant award. Course assignments allow students to apply and practice grant writing skills by developing a grant proposal based on an actual Request for Proposal (RFP).

**EDUC 6918 - Capstone: Leadership and Advocacy in the Early Childhood Field**
The master’s capstone experience provides the opportunity to integrate and apply program learning to real-world situations in the early childhood field. Early childhood professionals identify and research issues or problems that impact young children and families in their local communities. In collaboration with families, colleagues, and/or community partners, they design projects that demonstrate their leadership and advocacy skills in the early childhood arena. The capstone experience culminates with implementing the projects, in whole or in part, and reflecting on how these projects represent growth as early childhood professionals, leaders, and advocates.

Prerequisites
- EDUC 6109

EDUC 6960 - Capstone: Master's Project

Through the master's capstone experience, education professionals have the opportunity to integrate and apply their learning to real-world issues or problems. Education professionals research and create a product that addresses a critical issue in a particular institution or area of higher education. Examples of such products include a design for a program or service that could be implemented at a particular institution, a professional development program or resource, or a position paper that addresses a particular issue in depth. Education professionals choose an issue or problem that is of sufficient scope to enable them to apply theories, concepts, and practices gained from multiple areas of prior coursework.

Prerequisites
- All other courses

EDUC 6990 - Capstone: Practical Application in the Early Childhood Field

Through the master's capstone experience, education professionals are provided an opportunity to integrate and apply learning to real-world situations, issues, or problems. Education professionals choose a field project, issue, or problem related to their specialization that is of sufficient scope to enable them to apply theories, concepts, and practices from across their prior coursework.

Prerequisites
- All other courses

EDUC 7000 - Leading the Future of Education

Advanced graduate students are about to embark on one of the most exciting journeys
of their lives. This practical course provides meaningful skills students will need to select their path, complete their degree, and become a successful leader of educational change in the 21st century. Networking and research skills, scholarly writing, critical thinking, use of Walden resources, and the three advanced graduate paths (e.g., Ph.D., Ed.D., Ed.S.)—this course addresses all of these in a manner that provides a solid foundation of skill sets upon which students can base their journey. Students will find a balance of assignments (e.g., case studies, discussions, application assignments) that will ignite their passion for learning, that will allow students to collaborate with others, and that will guide their current and future work. This course is designed to reflect Walden’s social change mission and provide students with meaningful tools for success as an advanced graduate student.

**EDUC 7002 - Foundations: Educational Leadership and Administration**

(3 sem. cr.)
This course begins by building candidates understanding of the philosophy, requirements, and community of Walden University, The Richard W. Riley College of Education and Human Services, and the program. Candidates complete a pre-assessment, and develop an individual learning plan. Following this essential introductory work, candidates begin their study of school leadership by focusing on the structures of school organizations and leadership styles.

**EDUC 7004 - Foundations: Teacher Leadership**

(6 sem. cr.)
Education professionals in this course are introduced to the environment, expectations, and content of post-master's work in the Ed.S. in Teacher Leadership program. Through participation in the course, education professionals develop facility with Walden University’s online learning environment, and they gain an understanding of the university’s and the program’s support systems, expectations, and outcomes. They also gain knowledge about the field, which they synthesize with reflection on their own experience and goals.

**EDUC 7005 - Foundations: EdS in Curriculum, Instruction, and Professional Development**

(3 sem. cr.)
In this introductory course, education professionals explore the connection between curriculum, instruction, assessment, and professional development as well as the importance of each on student achievement. Education professionals examine leadership, in addition to change and systems theory, within the context of developing and implementing a shared vision for student learning that is embraced by all educators and families within a school community. Additionally, education professionals are
introduced to Walden University’s Richard W. Riley College of Education and Human Services and the requirements of the Education Specialist (EdS) program.

EDUC 7006 - Foundations: Assessment, Evaluation, and Accountability

(4 cr.)
In this foundational course, educators are prepared for joining the academic community with a focus on acquiring common language for the field of assessment, evaluation, and accountability within the context of educational organizational effectiveness. Key issues in the field are explored while learning the process for how to successfully complete the education specialist degree, with Walden support in developing (a) facility with Walden University’s online learning environment; (b) understanding of the university’s and the programs support systems, expectations, and outcomes; and (c) advanced graduate-level critical-thinking, research, and writing skills.

EDUC 7010 - Foundations: The Changing Context of Postsecondary and Adult Teaching and Learning♦

(6 sem. cr.)
Learning in adulthood is imperative for individuals to realize the opportunities of 21st-century workplaces, technology, and society. Providing these learning experiences requires committed and responsive adult and postsecondary education leaders. In this course, education professionals investigate contemporary trends and issues in teaching and learning in postsecondary and adult education settings. The course also provides education professionals with an introduction to the expectations of graduate work in Adult Education and College Teaching and Learning programs. Education professionals learn to work effectively within Walden University’s online learning environment and develop an understanding of university and program support systems, expectations, and outcomes.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 7011 - How Adults Learn: Theory and Research♦

(6 sem. cr.)
Working effectively with learners in any postsecondary setting, from traditional college classrooms to workplace training, requires a sound understanding of how adults learn. In this course, candidates examine key concepts in adult learning theory, focusing on developmental theory and the wide range of research that supports it. Candidates explore adult learning theories from andragogy to transformation, including phase and stage developmental theories, and they examine effects of gender and culture on adult learning. They also have the opportunity to reflect on the relationship of this material to their own learning or teaching experiences.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a
EDUC 7012 - Applied Research in Education

(6 sem. cr.)
In this course, educators develop a broad understanding of theoretical frameworks and of the appropriate use of both qualitative and quantitative methods. Educators focus on methods designed specifically for studying human development and how individuals learn. They explore these methods through the examination of the philosophy of research and particular research strategies, review of literature in the field, and research and analysis of additional literature relating to individual interests. Additionally, educators reflect on and discuss ways in which research can lead to the promotion of social change on the job or in their community.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 7013 - Designing and Assessing Learning Experiences

(6 sem. cr.)
Research has considerably expanded knowledge of adult learning and development in recent years. These gains have resulted in a new paradigm for the design and assessment of learning experiences. In this course, candidates 1) advance their understanding of research methods as they examine literature about design and assessment; and 2) apply research-based principles to design a project that develops learning experiences for a specific population of adults, whether on-site, online, or through a blended hybrid model.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 7014 - Facilitating Adult Learning

(6 sem. cr.)
Grounded in research and theory about learning differences, this course explores the repertoire of practices that facilitate adult learning from both the teaching and learning perspectives. These practices range from mentoring and coaching to collaborative engagement and reflective practices. Learners deepen their understanding of research methods both through critiquing articles and by designing research studies to investigate specific learning practices.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 7015 - Adult Education Capstone: Trends, Issues, and Global Perspectives
New research and technological innovations continue to change the current state of knowledge; therefore, it is necessary that everyone functions as a lifelong learner. In this course, education professionals examine intriguing and potentially critical directions in adult learning, including new technologies and the impact of globalization. The concluding capstone project provides education professionals with the opportunity to demonstrate the ability to apply theories, concepts, and skills gained throughout the program. Working in a consultative role as an adult education professional, candidates engage in a real-world, problem-solving project within their work environment.

EDUC 7102 - Principles of Distance Education

Different theories, paradigms, and the history of distance education will be explored. Learners critique current research and assess online learning programs including hybrid and fully online delivery. Accessibility issues, open source, best practices to facilitate learning, global trends, and the move from elite to mass higher education will be analyzed. Synchronous versus asynchronous platforms will be contrasted.

EDUC 7103 - Leading and Managing Educational Technology

Education professionals in this course explore issues related to leadership regarding the integration of technology in business and in education at any level, including K–12 schools, community colleges, teacher education, or higher education. They explore such areas as leadership, strategic planning, systems acquisition, coordination, implementation, technology management and its implications for teaching and learning, and administrative functions. Moreover, they share perspectives through discussions on policies that affect human resource development, staff development, information access, security, management control, and evaluation.

EDUC 7104 - Designing Instruction for Distance Education

Instructional design for distance education involves understanding educational experiences, what makes these experiences effective, and the ways in which students learn in the online environment. This course provides education professionals with the opportunity to gain a practical understanding of these topics through the examination of learning styles, learning theory, social networking and collaborative group influences, assessment, global perspectives, and diversity. They also analyze effective online educational experiences from education and the workplace. Focusing on the design and delivery of distance education, education professionals engage in applied assignments that emphasize developing, field testing, and revising a web-based unit. They also explore ways to employ engaging instructional electronic strategies to enhance design and
development.

Prerequisites

• EDUC 8842 or EDUC 7102

EDUC 7105 - Learning Theory and Educational Technology

(4 cr.)

In this course, education professionals extend their knowledge of learning theory, including behaviorism, cognitivism, and constructivism, to the application of educational technology as they explore ways to translate theory to practice. Education professionals explore instructional interventions and their potential improvement through the application of technology. They also use a variety of theories, such as multiple intelligences, constructivism, computers as mind tools, brain-based learning, and connectivism to learn how technology facilitates learning. Through a collaborative constructivist activity, education professionals critically analyze constructivist learning theorists to determine how their principles apply to educational technology. Using knowledge gained from these analyses, education professionals identify and explain related challenges regarding the use of constructivist and collaborative activities for learning as well as solutions for overcoming these barriers.

EDUC 7115 - Assessment and Accountability in Education

(4 cr.)

Increasingly, educators at all levels are asked to document the impact of the educational process on learners and to make research-based decisions. This course provides educators with grounding in assessing and evaluating student learning, developmental outcomes, and educational programs. They also examine the purposes for collecting student data, acquire key evaluation concepts, and examine the distinctions among various approaches to assessing learning.

EDUC 7117 - Educational Organizations and Contexts

(4 cr.)

Research efforts to support the educational process and effective leadership demand an understanding of schools and academic institutions as complex systems and units of change. Education professionals examine theories of organizational functioning and apply these insights to the functioning of individuals and groups within educational systems. Topics include systems thinking, assuring organizational effectiveness that supports teaching and learning, and conflict management.

Prerequisites

• EDUC 7006
• EDUC 7115
EDUC 7200 - Teaching and Learning for School Leaders

(3 sem. cr.)
Effective educational leaders influence the quality of teaching by understanding how to recognize outstanding teaching and facilitate improvement by communicating how and why learner-centered teaching enhances the learning outcomes of every student. This course introduces candidates to the latest research on education, teaching, and learning, and fosters the development of an understanding of how effective approaches to instruction are informed by research.

EDUC 7201 - Communication and Collaboration for Leaders

(3 sem. cr.)
Effective educational leaders work to foster shared understanding of and commitment to making sure that every student learns and succeeds; this requires the ability to communicate and the capacity to create conditions and processes that foster collaborative problem solving and decision making. Education professionals in this course explore the characteristics of effective leaders. They learn how to model open and responsive communication as well as how to create time and use tools to ensure that such interactions are common within the school and throughout the school community. They also explore the role of schools in communicating with and drawing upon community resources of various types, including public agencies and organizations that serve youth and families. Through this course, education professionals work toward establishing the personal, ethical, and moral platforms to become effective leaders who model and promote ethical and productive civic behavior.

EDUC 7202 - Ensuring Quality Education for Students With Diverse Needs

(3 sem. cr.)
Education professionals in this course explore and analyze the issues, complexities, responsibilities, and opportunities associated with leading schools with diverse student populations. By acknowledging differences among learners, as well as biases, discrimination, prejudices, and stereotypes, school leaders can identify diversity as a dynamic contributing factor to a rich learning environment in which individual differences are honored and respected. A focus of the course is also on one of the most challenging tasks facing schools today: to substantially increase the achievement of students placed at risk because of limited facility with English, and physical, mental, and emotional disability. Candidates will study diverse and inclusive approaches that have proven most effective in supporting all language learners and students with special needs to reach high standards of performance.

EDUC 7203 - Policy and Law in School Organizations
This course includes a study of selected general legal principles, case and statute law, and law-making agencies that impact leaders and their educational institutions. Key content areas include but are not limited to the legal status of the local school district; the role of federal, state, and local governments that may apply; governance of schools; and policies, rules, and regulations. Educators in the course will also cover the legal rights, responsibilities, and obligations of administrators, teachers, students, parents, and school boards, community education, civil rights, collective bargaining, torts and contracts, and legal research, as well as the development of policy to meet regulations and other provisions.

EDUC 7204 - Using Data to Strengthen Schools

Education leaders must use data extensively to guide them in defining needs, setting and prioritizing goals, monitoring and evaluating progress, and identifying effective strategies for improvement. The continuing analysis of the gaps between student performance and student learning goals defines the actions of effective school leaders. Decision-makers must understand the array of data that are needed for school improvement. They must know the principles and techniques of measurement, evaluation, and data analysis. They must use a multitude of strategies to analyze data to propel teaching and learning and school improvement. They should use technology to support the collection and use of data. They need to engage the school community (teachers, parents, and students) in understanding and supporting data to guide the analysis of strengths, weaknesses, threats, and opportunities in the ongoing pursuit of school improvement.

EDUC 7205 - Budgeting and Allocating Resources

Research on effective schools provides guidance on the most productive ways to organize time, people, money, technology, and other resources. To use these resources most effectively, leaders need to have a strategy that defines the most important priorities, the overall educational design, and the organizational structures that best match the necessary goals for improvement. Effective leaders need to be able to (1) link whole-school strategic plans to effective instructional practices and improved use of time and money; (2) ensure individualized attention where needed in subject areas; (3) evaluate alternative paths to school improvement; (4) invest wisely in improving teaching quality; and (5) organize staff and use other resources in new ways that allow focused investment in teaching and learning.

EDUC 7206 - Creating Positive, Safe, and Effective Learning Environments

Effective educational leaders develop capabilities to foster cultures for learning based on
mutual respect among students, teachers, staff, parents, and the larger community. Strategies for fairly and effectively administering discipline and resolving conflict are addressed. This course is intended to help leaders understand and treat individual and group differences and potential conflict as opportunities for developing the dispositions, knowledge, and skills that result in social competencies essential to civic participation and interpersonal effectiveness in school and beyond. Candidates also study issues related to safety and violence in schools, considering both methods of prevention and ways to respond to unsafe and violent situations.

EDUC 7207 - Leading Curriculum Initiatives: Literacy and Math

(3 sem. cr.)
To be effective, school leaders must understand the foundational principles of teaching—curriculum, instruction, and assessment. Education professionals in this course also focus on the considerations with which they need to engage as they plan for the adoption and implementation of a new or substantially revised program to enhance student learning in a content domain. Literacy and math are two content areas that are problematic in many schools, especially those serving diverse students and students who are underperforming. Thus, while the lessons are applicable to other subjects, the focus here is on how to ensure that content standards, curriculum materials, assessment, instruction, professional development, and parental and community involvement, among other initiatives, are aligned in ways that foster student achievement in literacy and math.

EDUC 7208 - Recruiting, Evaluating, and Retaining School Personnel

(3 sem. cr.)
Candidates study human resources policies and practices for recruiting, selecting, hiring, inducting, developing, evaluating, and retaining or dismissing school personnel. Identifying teachers’ needs for professional growth is important, but leaders must also ensure that teachers have the opportunity and motivation to use their professional expertise and to participate in ongoing professional development focused on enhancing the learning of every student. As well, school leaders must be able to identify characteristics of productive teacher evaluation processes and programs; distinguish between supervising teaching and supervising learning; and utilize a process and structure for evaluating school personnel that is productive and supportive, motivates improvement, results in retention of highly competent staff members, embodies standards of due process, and takes into account the provisions of the contractual agreements for staff.

EDUC 7210 - Leadership for Today's Schools

(6 sem. cr.)
Today’s schools are dynamic places and require leaders who understand how learning communities operate and thrive and are prepared to deal with the demands of internal
and external forces. In this course, education professionals make connections between change theory and the continual appraisal of evolving needs of the learning community and application of a grounded knowledge base of theory and practical strategies supported by research. Education professionals are empowered to explore current and future technology as they assess educational trends and issues. Education professionals also analyze their own and others' paradigms and leadership styles, and they determine best practices to promote positive social change.

Students who successfully complete both EDAD 6805 - Facilitating Productive Working Relationships and School Culture to Enhance Student Learning (3 sem. cr.) and EDAD 6809 - Implementing Continuous School Improvement (3 sem. cr.) from the MS in Education specialization in Educational Leadership (Non-Licensure) (Grades K–12) program with a "B" or better may transfer out of this course. Students who successfully complete both EDUC 6647 - Dynamic Teacher Leadership (3 sem. cr.) and EDUC 6651 - Teacher Leadership in the Classroom: Increasing Learning and Achievement (3 sem. cr.) from the MS in Education specialization in Teacher Leadership program with a "B" or better may transfer out of this course.

EDUC 7211 - Applied Research in Education

(6 sem. cr.)
In this course, educators develop a broad understanding of theoretical frameworks and the appropriate use of qualitative and quantitative methods. Educators focus on methods designed specifically for studying human development and how individuals learn. They explore these methods through the examination of the philosophy of research and particular research strategies, review of literature in the field, and research and analysis of additional literature relating to individual interests. Additionally, educators reflect on and discuss ways in which research can lead to the promotion of social change on the job or in their community.

EDUC 7212 - Teaching and Learning: Theory and Research

(6 sem. cr.)
Research has considerably expanded the knowledge of teaching and learning in recent years. A new paradigm for the design and assessment of learning experiences is a result of these gains. In this course, education professionals advance their understanding of research methods as they examine literature about design and assessment. They also apply research-based principles, via technological means, to collect, analyze, and present data with the goal of solving a learning problem in their school or district.

EDUC 7213 - Collegial Interactions and Professional Development

(6 sem. cr.)
This course expands the role of teacher leadership from the classroom to the school community. Education professionals in this course focus on the development of
knowledge, abilities, and dispositions necessary for effective and productive leadership in effecting professional partnerships, participating in collegial study teams, facilitating professional development of other educators, and adeptly using collegial and collaborative processes, such as coaching and mentoring.

EDUC 7220 - Leading Effective Curriculum Design

(3 sem. cr.)
Curriculum design is effective when it aligns with a district's beliefs about teaching and learning. In this course, education professionals examine current research on learning theory, and they consider how to use various curriculum design models to bring such theory to action. They learn how to develop curriculum initiatives that align with standards, contextualize content, and focus on the needs of diverse learners across all grades levels. Education professionals also engage in coursework that emphasizes the importance of building capacity among school leaders by launching learning communities that can lead, monitor, and support successful implementation of curriculum plans.

EDUC 7221 - Leading Research-Based Instructional Practices

(3 sem. cr.)
Content expertise, classroom instruction, and assessment play a vital role in the successful implementation of a system's curriculum plan. Through this course, educators explore how to lead a system of school leaders who can implement research-based instructional practices that result in student success. Participants will engage in a process of analyzing achievement data, identifying concerns, and matching appropriate instructional strategies to meet student needs. They will learn how to lead others in making instructional decisions that are intentional, content-specific, differentiated to meet diverse student needs, and result in rigorous learning for all students. This course also includes the design of instructional interventions for struggling students, English language learners, and students who lack prior knowledge.

EDUC 7223 - Using Assessment and Data for School Improvement

(3 sem. cr.)
In an age of accountability, leaders must be able to use multiple forms of data to inform curricular and instructional decisions. In this course, education professionals examine the inextricable link between curricular content, instruction, and assessment within a system. They examine the role of formative and summative assessments in making decisions and the various forms and purposes of assessment. Education professionals learn how the ongoing use of assessment data can move curriculum and instruction beyond mediocrity to support rigorous learning for all students. Through conceptual and applied assignments, they explain how to use data to lead school reform, and they examine how to select curricular programs that support struggling students and how to articulate a system’s assessment targets to the larger educational community.
EDUC 7304 - Effective College Teaching: Engaging Diverse Learners

(6 sem. cr.)
As colleges and universities broaden their missions to serve new groups of learners, and as more people pursue a college education, college educators must strive to engage increasingly diverse student populations. At the same time, changing workplace needs and growing demands for accountability require that college educators must be able to help demonstrate that learners have met important learning goals. In this course, education professionals will investigate the research-based teaching and assessment strategies that can support all learners. Education professionals also assess methods for critically reflecting upon their own practice, engaging in education scholarship, and collaborating with colleagues on the continuous improvement of learning experiences and environments.

EDUC 7306 - Effective College Teaching: Using Technology to Support Learning

(6 sem. cr.)
Technology is a tool that can support student engagement and the development of critical knowledge and skills. College educators must learn how to harness the growing number of new technologies for constructive use in diverse learning contexts. This course provides education professionals with the opportunity to demonstrate a practical application of theories, concepts, and skills gained throughout the program. Education professionals consider how to stay abreast of available technologies and related research as well as how to use these tools and research most effectively in face-to-face, hybrid, and online environments. Through a real-world, problem-solving project within their work environment, education professionals demonstrate their ability to make critical decisions on when and how to implement technological solutions, how to assess the value of these tools for students in particular learning contexts, and how to maximize the power of technology for learning in a global environment.

EDUC 7308 - Principles of Social Change

(4 cr.)
Consistent with the mission of Walden University, this course “sets the stage” for the remainder of the program, by providing students with a framework for their work as scholars and as agents of positive social change in education. Students examine foundational theories of education, while looking toward their future role in the discipline. Students also begin developing their skills as scholarly writers.

EDUC 7309 - Social Change in Education

(4 cr.)
The choice to effect positive social change in education demands that scholar-practitioners have the requisite skills and abilities to take responsibility for generating
new knowledge, conserving the values of education, and communicating that information to others. In this second course on social change, students examine these key principles of disciplinary stewardship, while building strategies to engage the scholarship in education.

Prerequisites
- EDUC 7307
- EDUC 7308

EDUC 7312 - Innovation and Change in Education

(4 cr.)
Understanding the impact of new innovations and change has emerged as a field of theory and research in education. Building on the theories and research from previous courses, along with the principles of social change, students examine the challenges inherent in initiating and managing change in educational organizations. The role of "change agent" is explored, as well the influences of technological innovations on the academic process.

Prerequisites
- EDUC 7311

EDUC 7314 - Capstone: Leadership for Social Change in Education

(6 cr.)
This is the final course in the Ed.S. in Leadership for Social Change in Education program and gives students an opportunity to individualize the content of the courses by integrating the concepts and principles learned in the program in a meaningful way. Acting as change agents or change advocates, students will identify a problem within their individual organizations; present data illustrating the nature of the problem, and make recommendations, based on relevant social change theory, concepts, and principles, that will lead to an improvement of the human and social conditions in their organizations. To extend the learning experience, students will collect feedback on the viability of their individual plans from at least 10 stakeholders, compare and contrast the views, and cite revisions that should be made to their original plans to improve the efficacy of the project.

Prerequisites
- All other courses

EDUC 7341 - Trends and Issues in Educational Technology

(5 cr.)
Using new technologies in new ways sparks learning, creativity, and innovation. Trends and issues in educational technology are examined to discover how they influence
learning and creativity in the workplace. Learners collaborate to demonstrate the evolution of a current technological trend, analyze its impact on learning and society, and evaluate the societal issues and problems caused by that trend.

EDUC 7343 - Creating Digital Media

(5 cr.)
The effective use of digital media in learning environments requires leaders in the field to be both consumers and creators of multimedia. Learners become knowledgeable developers of digital media by applying principles of instructional design and pedagogy to multimedia. Learners collaborate in the design and creation of digital and interactive media based on visual design principles.

EDUC 7344 - Innovations and the Diffusion of Learning Technologies

(5 cr.)
Thought leaders instigate change in the workplace. Learners explore Rogers’s diffusion of innovations theory, research effective practices for integrating technology and overcoming resistance to change, and apply methods for being a catalyst for change. Playing a diffusion simulation game enables learners to analyze the power of gaming in instructional environments. Learners analyze the needs of an organization and demonstrate their skills of persuasion to convince key stakeholders to adopt a technological innovation in their workplace.

EDUC 7345 - eLearning

(5 cr.)
Learning continues to change globally through the availability of a wide variety of electronic devices. Principles of distance education, mobile learning, MOOCs, virtual schooling, global collaboration, and online teaching and learning are the foci of this course. Learners create a digital video on a topic related to eLearning, by applying problem-solving and critical-thinking skills to determine the most appropriate tools and learning environments for their workplaces.

EDUC 7346 - Leading Change

(5 cr.)
Effective leaders direct the vision and goals for sustainable change initiatives in organizations. Based on the Human Performance and Training Model, learners explore strategies and tactics needed to bring about positive social change through an analysis of leadership, strategic planning, motivation, communication, and learning technologies. Problem-solving skills are developed as learners effect change in the workplace focusing on a human performance issue. Components for successful grant writing are developed.

EDUC 7347 - Designing Instruction for eLearning
Opportunities for learning have expanded as a result of eLearning technologies. Learners evaluate MOOCs, blended environments, mobile devices, and online learning as means for delivering content and providing collaboration and global connectivity. Instructional design principles are applied to effectively design and create an online eLearning module that engages students in learning beyond the walls of the classroom.

EDUC 7352 - Assessing for Individual Growth

(4 cr.)
The value of performance assessment coupled with accountability systems can vary widely, depending on how resulting data are used to enhance learning. Students in this course examine the nature of individual evaluation in multiple educational contexts. Students will examine the use of data for measuring learner progress, data-based decision making, and personnel evaluation. Supporting technical skills are integrated into the course, including quantitative, qualitative, and mixed-methods of data gathering and analysis.
Prerequisites
- EDUC 7350
- RSCH 7100D
- RSCH 7200D

EDUC 7353 - Evaluating and Improving Programs, Organizations, and Systems

(4 cr.)
Determining comprehensive value and worth of a curriculum, project, instructional method, institution, or policy is a complex endeavor. In this course, educators examine the process of determining the value, purpose, efficacy, and social implications for programs, organizations, and systems within a framework for continuous improvement. Supporting technical skills are integrated into the course, including quantitative, qualitative, and mixed methods of data gathering and analysis.
Prerequisites
- EDUC 7350
- EDUC 7250

EDUC 7354 - Dynamics of Communication for Impact and Results

(4 cr.)
Finesse and skill are needed to communicate complex information and findings from data analysis to particular stakeholders in ways that convey understanding, impart meaning, and stimulate a call to action. The focus of this course is on how to report results, consequences, options, and recommendations in compelling ways for multiple
audiences. A wide variety of communication methods will be explored that include presentation technology, Internet communications, technical writing, writing for publication, press releases, grant writing, and collaborative communication. Data compression is practiced as part of the communication and recommendation process.

Prerequisites
- EDUC 7353

EDUC 7355 - Capstone: Building a Culture of Continuous Improvement

(5 cr.)

Continuous improvement is a phrase that is applied in both business and educational settings. Operationalized, the term crosses fields that include leadership, organizational development, change theory, and evaluation and assessment. In this course education professionals connect continuous improvement as referenced in these fields and move beyond to include organizational culture, professionalism, social justice, and codes of ethics that support the formation and sustainability of this type of culture. The culminating project provides a platform for individualizing a plan with a self-chosen organization that incorporates evaluation, assessment, and a vision for social responsibility as part of creating a culture of continuous improvement.

Prerequisites
- EDUC 7354
- EDUC 7355 must be the last course taken in the program.

EDUC 7411 - Foundations for Curriculum, Instruction, and Assessment

(6 sem. cr.)

Providing systemic leadership at the district, regional, state, or federal level in curriculum, instruction, and assessment is a complex, challenging process. This course is a foundation for education professionals to navigate this process and lead so that they can promote the success of all K–12 students within their organizations by developing quality educational programs. Education professionals examine the critical elements of a framework for leading for excellence, including curriculum, instruction, and assessment; data-driven instructional improvement; professional learning time for improvement; and leadership skills that produce results. They also learn the process for completing their doctoral degree successfully by examining how Walden University supports them in developing facility with Walden’s online learning environment; understanding of the university's and the program's support systems, expectations, and outcomes and doctoral-level critical-thinking, research, and writing skills.

EDUC 7412 - Leadership for Today's Schools
(6 sem. cr.)
Today’s schools are dynamic places and require leaders who understand how learning communities operate and thrive and are prepared to deal with the demands of internal and external forces. In this course, education professionals make connections between change theory and the continual appraisal of evolving needs of the learning community and application of a grounded knowledge base of theory and practical strategies supported by research. Education professionals are empowered to explore current and future technology as they assess educational trends and issues. Education professionals also analyze their own and others’ paradigms and leadership styles, and they determine best practices to promote positive social change.

EDUC 7450 - Systemic Curriculum Design: Rigor, Relevance, and Results

(6 sem. cr.)
Designing curriculum with rigor, relevance, and results requires broad understanding of the key concepts behind each of these attributes. In this course, education professionals examine the contribution of learning theory to what defines rigor as they explore alignment of standards and design models as well as the role of collaboration between educators and the needs of an ever-increasing diverse student population, including English-language learners, special education educators, gifted students, and students of poverty. As leaders of learning, education professionals examine the connection between relevant curriculum and global trends, social-emotional, and character development, and the integration of technology for student engagement. In addition, they gain an understanding of what constitutes results that acknowledge the demands of accountability from multiple constituents, such as parents, community members, school administrators, and government oversight. They also gain practice analyzing, evaluating, and applying quantitative research methods appropriate to data-driven planning and decision making.

EDUC 7451 - Data-Driven Instruction and Assessment

(6 sem. cr.)
Instructional leaders must have the ability to diagnose by reviewing data and practices, set a vision for where they want to go, prioritize the work by utilizing relevant data, identify measurable goals, develop an action plan, and then monitor their results. Education professionals in this course examine this inextricable link between instruction and assessment. They engage in a diagnostic process designed to meet diverse student and systemic needs. They also examine the role of formative and summative assessments in making decisions, the various forms and purposes of assessment, and how the ongoing use of assessment data can move curriculum and instruction beyond mediocrity to support rigorous learning for all students. Additionally, they explore qualitative research methods appropriate to understanding institutions, programs, and stakeholder interests.
EDUC 7452 - Capstone: Effective Professional Development

(6 sem. cr.)
Effective professional development is foundational to improving a school system's ability to raise student achievement. Using adult learning theory as a foundation, education professionals in this course explore models that look at adult learning strategies and skills that build strong professional development opportunities promoting new knowledge and skills that affect teacher practice and student learning. Educators will learn how to use collaboration, facilitation, coaching, and mentoring that support a culture of learning that involves students, educators, parents, and community. As evaluating the impact of professional development efforts is crucial to ongoing success, leaders learn to collect and analyze data from student work and teacher practice to make informed decisions that lead to continuous improvement. Communicating and disseminating results to multiple constituents within the school system will be emphasized. Educators will also investigate mixed-methodology research approaches appropriate to planning and resource management.

EDUC 7541 - Foundations in Reading and Literacy Leadership

(6 sem. cr.)
Literacy may be understood in multiple ways across various settings and populations. This course will lay a foundation for leaders to define literacy based on sociopolitical landscape, the influence of social media and technological innovation, and influences coming from Common Core standards that influence literacy programs in P-20 and beyond. As part of this foundational course, candidates will also learn the process for how to succeed as a graduate student at Walden University, understanding how Walden supports students in developing (a) facility with Walden University's online learning environment; (b) understanding of the university and the program support systems, expectations, and outcomes; and (c) graduate-level critical thinking, research, and writing skills.

EDUC 7542 - Literacy Leadership for Today's Schools

(6 sem. cr.)
The field of literacy education demands leaders who are not only knowledgeable in this subject area but who can articulate a dynamic vision that motivates collaboration, creativity, and positive social change. This course, grounded in knowledge about literacy professional standards of practice, examines the high-stakes nature of literacy acquisition in the context of limited financial and human resources. Leadership skills explored include decision making to solve complex problems, facilitation for reaching goals, mentoring, and the building of staff capacity for literacy infusion across content areas. Candidates study leadership and change theory at both the research and application levels.
EDUC 7543 - Applied Research in Education

(6 sem. cr.)
In this course, educators develop a broad understanding of theoretical frameworks and of the appropriate use of both qualitative and quantitative methods. Educators focus on methods designed specifically for studying human development and how individuals learn. They explore these methods through the examination of the philosophy of research and particular research strategies, review of literature in the field, and research and analysis of additional literature relating to individual interests. Additionally, educators reflect on and discuss ways in which research can lead to the promotion of social change on the job or in their community.

EDUC 7544 - Learners and the Changing Literacy Landscape

(6 sem. cr.)
Literacy is essential for individual learning and is also a means by which an individual participates in the intellectual, social, and commercial life of the community. Students in this course examine language development within the context of culture, the value placed on literacy within the community, and diversity of learner ability. Topics include the developmental nature of literacy competencies from early childhood to the adult learner, potential barriers to literacy that learners of all ages must overcome, theoretical research, and approaches to curriculum and instruction that facilitate literacy across settings. Specific attention is given to the challenges second language learners face in school. Candidates will practice analyzing, evaluating, and applying research methods appropriate to data-driven planning and decision making.

EDUC 7545 - Assessment and Data Analysis to Support Systemic Literacy Programs

(6 sem. cr.)
Designing systems that effectively promote and support high levels of literacy proficiency requires the use of data that accurately describe the status of student, teacher, and school performance. This course will examine a variety of assessment tools and validity issues for addressing individual and classroom needs as well as district and state mandates. Topics include a focus on data analysis for tiered intervention decision making and the interpretation of data to drive recommendations at a systemic level. Skills of collaboration and stakeholder inclusion are examined. Quantitative and qualitative methods appropriate to understanding institutions, programs, and stakeholder interests are also explored.

EDUC 7547 - Capstone: Program Development and Professional Development

(6 sem. cr.)
As research and technology continue to provide new perspectives on literacy,
educational leaders are charged with the responsibility for leading the selection or development and implementation of innovative programs that support high levels of literacy achievement for all learners. This course emphasizes program development, monitoring, and evaluation for continuous improvement of literacy teaching and learning. It integrates the important role the literacy leader plays in supporting effective professional development. Topics also include the creation of a literacy environment and the use of technology to promote both student learning and the professional development of teachers. Research highlights current issues in the field of literacy as they relate to program development, evaluation, and professional development. This course culminates with the EdS Capstone Project.

EDUC 7740 - Qualities of Effective Professional Development

(3 sem. cr.)
Effective professional development is foundational in improving a school system’s ability to raise student achievement. Education professionals in this course examine the history and research that supports the need for ongoing professional learning for teachers, principals, and all adults who interact with students in P–12 schools. They use case studies of schools and districts that have achieved results to learn the standards of exemplary professional development programs and analyze the attributes necessary for success. Education professionals are also provided with the opportunity to explore the roles and responsibilities of professional developers inside and outside the classroom as well as career paths for developing leadership skills in the area of adult and student learning.

EDUC 7741 - Designing Professional Development♦

(3 sem. cr.)
Professional development that ensures quality teaching for all students is based on a model of continuous improvement that is data-driven and grounded in research-based practices. In this course, education professionals examine a variety of professional-development models and select and plan the most appropriate approach to support their goal. Using adult-learning theory as a foundation, they explore models of adult learning and change as well as cycles of improvement. They also design strategies to build strong professional-development programs that include planning, delivering, following-up, and evaluating impact on teacher practices and student learning.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 7742 - Implementing Professional Development

(3 sem. cr.)
Delivering and sustaining professional development requires an understanding of culture and change. In this course, education professionals develop skills to set expectations,
facilitate professional learning, support individual growth, and build collaborative teams. Using change theory, education professionals learn to monitor and support adult learning by organizing professional learning communities that focus on student needs and school goals. They explore strategies for delivering and providing continuous follow-up and support of professional learning. They also learn how to use collaboration, facilitation, coaching, and mentoring skills to involve colleagues, staff, families, and other key stakeholders in making decisions grounded in research-based practices and support a culture of learning that involves educators, students, parents, and community.

EDUC 7743 - Evaluating Professional Development

(3 sem. cr.)
Evaluating the influence of professional-development efforts is crucial to ongoing success. Education professionals in this course explore systemic and comprehensive approaches for linking professional learning to student learning and using data to make informed decisions on how to improve the practices of educators and assess the impact on student learning. Using logic theories, education professionals learn how to collect and analyze data from student work and teacher practice to make informed decisions that lead to continuous improvement. They engage in coursework that emphasizes communicating and disseminating results to multiple constituents within the school system. They also focus on system approaches that promote shared leadership in continuing, improving, and sustaining effective professional development at the district, school, and classroom levels.

EDUC 7745 - Applied Research in Education, Part I

(3 sem. cr.)
Being a knowledgeable consumer of research requires the ability to understand and process the philosophies, core components, and designs and methodologies in educational research and scholarship. In this course, education professionals develop the skills to analyze and interpret research studies with a critical eye as well as to communicate or implement the findings. They work toward becoming consumers of research who confidently assess the reliability and validity of a study, interpret the study, and articulate and/or implement the findings of the study into practice. In addition, they engage in practical assignments focused on quantitative methods of design and analysis.

EDUC 7746 - Applied Research in Education, Part II

(3 sem. cr.)
Education professionals in this course build upon the concepts learned in EDUC 7745 - Applied Research in Education, Part I, synthesizing acquired knowledge with a quantitative methodology application project. Through this project, education professionals develop an understanding of research design and methodology, focusing beyond quantitative approaches to include qualitative design and analysis, including
mixed methodology. They learn to function as consumers of research, gaining skills for reporting and contextualizing research.

Prerequisites
- EDUC 7745

EDUC 7760 - Foundations: Special Education

(6 sem. cr.)
Special education as a field is dynamic, with a growing research base of best practices and changing implementation efforts that seek to balance effective and efficient education for students with disabilities. Education professionals in this course explore evolving trends that reflect this balance and a range of related topics, such as issues of equity, assistive technology, collaborative instruction between regular and special educators, delivery approaches with and without student categorization, and ethical practice. As part of this foundational course, education professionals learn the process of how to complete their doctoral or education specialist degree successfully. They gain facility with Walden University’s online learning environment; knowledge of the university’s and the program’s support systems, expectations, and outcomes; and advanced, graduate-level critical-thinking, research, and writing skills.

EDUC 7761 - Leadership, Advocacy, Policy, and Law

(6 sem. cr.)
Leadership and advocacy go hand-in-hand when seeking to promote policies that support effective practices in education for early childhood and school-age students. In this course, education professionals analyze the connections among advocacy, leadership, and policy by examining the evolution of education legislation and pivotal case law in the United States. They examine change theory and leadership styles, allowing them to reflect on their own and others’ paradigms and to determine best practices to promote positive social change. They also engage in a culminating project through which they construct a professional plan for advocacy and leadership in an area of interest that includes issues of diversity and special needs.

EDUC 7762 - Applied Research in Education

(6 sem. cr.)
In this course, educators develop a broad understanding of theoretical frameworks and of the appropriate use of both qualitative and quantitative methods. Educators focus on methods designed specifically for studying human development and how individuals learn. They explore these methods through the examination of the philosophy of research and particular research strategies, review of literature in the field, and research and analysis of additional literature relating to individual interests. Additionally,
educators reflect on and discuss ways in which research can lead to the promotion of social change on the job or in their community.

**EDUC 7763 - Specialized Instruction**

(6 sem. cr.)
A growing body of research exists around evidenced-based instructional practices in special education. This course reviews the literature specific to specialized instruction for students with disabilities in language, reading, writing, math, and content areas. Topics also include effective practices for instruction and evaluation for students with social-emotional and behavioral needs, including applied behavior analysis and positive behavioral interventions and skill building. Related brain research will be examined, as well as assistive technology and methods of delivery, whether in isolation, small group, or inclusive settings.

**EDUC 7764 - Research Methodology and Special Education**

(6 sem. cr.)
To document the effectiveness of practices in special education, different research questions are needed that call for different types of methodologies. This course examines four types of research methodologies important to special education: experimental group, correlation, single-subject, and qualitative designs. Particular attention is given to single-subject research designs that are used to study behavioral change in an individual or group as a result of an intervention. Topics include reliable measurement, repeated measurement, description of conditions, baseline and treatment conditions, and single-variable rules.

**EDUC 7765 - School-Wide Intervention Models**

(6 sem. cr.)
Response to intervention (RTI) is a school-wide approach that integrates assessment and intervention within a multitiered prevention system to maximize student achievement and to reduce behavioral problems. This course examines RTI research and other problem-solving processes for best practices for using data to identify students at risk of academic, social, or emotional failure; methods of disability identification and monitoring student progress; and data-based decision making for instruction, universal instruction, and interventions useful for all students. Professional development of regular and special education teachers and the role of parents will be explored. Functional behavioral assessment is examined as an evaluation tool for understanding behavior and effective practices for school-wide positive behavioral support is also explored.

**EDUC 7766 - Sustaining and Supporting Effective Practices in Special Education (Capstone)**
Once effective practices for special education are in place, a clear plan is needed for implementation fidelity that addresses program integrity and sustains commitment within the professional learning community. Candidates will examine critical contributing components such as program evaluation, professionalism, cultural resonance, and policy to support continuous improvement.

Prerequisites
- All other courses

EDUC 7801 - Field Experience

Field experiences provide education professionals with authentic opportunities to apply learning as well as to expand understanding and ability. Building knowledge, skills, and dispositions for field experiences, education professionals also participate in two residencies in which they have the opportunity to meet face-to-face with faculty members to learn and hone skills, develop dispositions, and discuss ways to ensure productive and successful field experiences and meet the demands of the profession they are studying. The program requires a minimum of 320 hours or 40 eight-hour days (across 12 consecutive months) in elementary school, middle or junior high school, and high school settings as an administrative aide to a licensed and practicing school principal. Field experience must include at least 40 hours or 1 week at each level that is not a part of education professionals' primary teaching experience.

EDUC 7802 - Field Experience

Field experiences provide education professionals with authentic opportunities to apply learning as well as to expand understanding and ability. Building knowledge, skills, and dispositions for field experiences, education professionals also participate in two residencies in which they have the opportunity to meet face-to-face with faculty members to learn and hone skills, develop dispositions, and discuss ways to ensure productive and successful field experiences and meet the demands of the profession they are studying. The program requires a minimum of 320 hours or 40 eight-hour days (across 12 consecutive months) in elementary school, middle or junior high school, and high school settings as an administrative aide to a licensed and practicing school principal. Field experience must include at least 40 hours or 1 week at each level that is not a part of education professionals' primary teaching experience.

EDUC 7803 - Field Experience

Field experiences provide education professionals with authentic opportunities to apply learning as well as to expand understanding and ability. Building knowledge, skills, and dispositions for field experiences, education professionals also participate in two residencies in which they have the opportunity to meet face-to-face with faculty members to learn and hone skills, develop dispositions, and discuss ways to ensure productive and successful field experiences and meet the demands of the profession they are studying. The program requires a minimum of 320 hours or 40 eight-hour days (across 12 consecutive months) in elementary school, middle or junior high school, and high school settings as an administrative aide to a licensed and practicing school principal. Field experience must include at least 40 hours or 1 week at each level that is not a part of education professionals' primary teaching experience.
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EDUC 7804 - Field Experience

(1 sem. cr.) Field experiences provide education professionals with authentic opportunities to apply learning as well as to expand understanding and ability. Building knowledge, skills, and dispositions for field experiences, education professionals also participate in two residencies in which they have the opportunity to meet face-to-face with faculty members to learn and hone skills, develop dispositions, and discuss ways to ensure productive and successful field experiences and meet the demands of the profession they are studying. The program requires a minimum of 320 hours or 40 eight-hour days (across 12 consecutive months) in elementary school, middle or junior high school, and high school settings as an administrative aide to a licensed and practicing school principal. Field experience must include at least 40 hours or 1 week at each level that is not a part of education professionals' primary teaching experience.

EDUC 7805 - Field Experience

(1 sem. cr.) Field experiences provide education professionals with authentic opportunities to apply learning as well as to expand understanding and ability. Building knowledge, skills, and dispositions for field experiences, education professionals also participate in two residencies in which they have the opportunity to meet face-to-face with faculty members to learn and hone skills, develop dispositions, and discuss ways to ensure productive and successful field experiences and meet the demands of the profession they are studying. The program requires a minimum of 320 hours or 40 eight-hour days (across 12 consecutive months) in elementary school, middle or junior high school, and high school settings as an administrative aide to a licensed and practicing school principal. Field experience must include at least 40 hours or 1 week at each level that is not a part of education professionals' primary teaching experience.

EDUC 7806 - Field Experience
Field experiences provide education professionals with authentic opportunities to apply learning as well as to expand understanding and ability. Building knowledge, skills, and dispositions for field experiences, education professionals also participate in two residencies in which they have the opportunity to meet face-to-face with faculty members to learn and hone skills, develop dispositions, and discuss ways to ensure productive and successful field experiences and meet the demands of the profession they are studying. The program requires a minimum of 320 hours or 40 eight-hour days (across 12 consecutive months) in elementary school, middle or junior high school, and high school settings as an administrative aide to a licensed and practicing school principal. Field experience must include at least 40 hours or 1 week at each level that is not a part of education professionals’ primary teaching experience.

EDUC 7850 - Foundations in Early Childhood: Developing a Shared Vision

Early childhood, as a field, refers to young children (prenatally through 8 years old) as well as to those adults, programs, and agencies that have a significant impact on children's development and learning. It is a field ripe with current research and opportunities to contribute to positive social change. Education professionals in this course explore the integrative and collaborative richness of the field from its history, values, and ethics to current issues and trends. As part of this foundational course, early childhood professionals learn the process of how to successfully complete their doctoral (EdD) or education specialist (EdS) degree, understanding how Walden supports them in developing (a) facility with Walden University’s online learning environment; (b) understanding the university’s and the program’s support systems, expectations, and outcomes; and (c) advanced graduate-level critical-thinking, research, and writing skills.

EDUC 7851 - Global Perspectives on Development and Learning

Why is the well-being of young children vital to learning and later success in life? Research continues to indicate that early influences are critical to the development of children's brains and lifelong health. Scientific evidence also indicates that there is intrinsic value for young children in experiencing the joy and discovery of childhood. Such experiences not only generate later positive outcomes to society, but they also contribute to viewing life with optimism, learning social skills, and coping with stress. In this course, early childhood professionals study current national and international thinking with regard to early childhood development. Course content also includes global perspectives related to designing, implementing, and evaluating experiences for every child. Special attention is paid to brain research; factors that promote and impede development and learning; and effective assessment of development, learning, and teaching/programmatic practices.
EDUC 7852 - Applied Research in Education

(6 sem. cr.)
In this course, educators develop a broad understanding of theoretical frameworks and of the appropriate use of both qualitative and quantitative methods. Educators focus on methods designed specifically for studying human development and how individuals learn. They explore these methods through the examination of the philosophy of research and particular research strategies, review of literature in the field, and research and analysis of additional literature relating to individual interests. Additionally, educators reflect on and discuss ways in which research can lead to the promotion of social change on the job or in their community.

EDUC 7853 - Influences of Family, Culture, and Society in Early Childhood

(6 sem. cr.)
Early childhood professionals understand that building reciprocal relationships with children’s families and community members is essential to promoting positive outcomes for children. Whether early childhood professionals intend to impact positive social change by working with children and families in early childhood settings or in related professions, understanding the complexities of such relationships and the skills of relationship building are essential. The focus of this course is on research-based knowledge of family dynamics and the vital role relationships play in children’s lives. Special attention is paid to relationship building through the lens of cultural responsiveness and by studying how identities are defined and evolve related to ethnicity, race, economic class, gender, and sexual orientation. Education professionals are challenged to delve deep into issues related to risk factors such as trauma, poverty, bias, stereotyping, and homelessness as well as to study factors that support resilience.

EDUC 7854 - Dynamics of Early Childhood Policies and Systems

(6 sem. cr.)
Healthy development of children from prenatal stages throughout early childhood does not depend on one group of people, one type of agency, or even a continuum of quality early childhood education. Rather, public policy, government processes, funding streams, and research from disciplines such as medicine, psychology, and public health all have an impact—positive and negative—on whether children and families thrive. In this course, educators examine existing early childhood systems—how they function and how they interact—with the goal of improving services for young children and families. Education professionals research and evaluate case studies to develop a deep understanding of the ways that systems are impacted by funding and public policy, determine services, function in today’s society, and ultimately affect the lives of young children and families.

EDUC 7856 - Capstone: Advocacy and Leadership for Positive Social Change
What knowledge, skills, and dispositions should early childhood leaders exemplify? The field needs leaders who (a) know the history and understand the values and ethics of the field; (b) who approach the present and the future as critical and creative thinkers committed to positive change; and (c) who are advocates, researchers, relationship builders, data-driven decision makers, and managers of change with a keen understanding of diversity, humane interaction, organizational development, and system-oriented thinking. In this course, professionals engage in the study of leadership for positive social change in the early childhood field, which culminates in a capstone project that requires participants to apply the knowledge, skills, and dispositions of a leader to effect change in an early childhood setting of their choice.

**EDUC 7902 - Teacher Leadership Capstone: Trends, Issues and Global Perspectives**

(6 sem. cr.)
The current state of knowledge is guaranteed to change as research and technological innovations continue; therefore, it is necessary to function as lifelong learners. In this course, education professionals examine intriguing and potentially critical directions in teaching and learning, including brain research, new technologies, and globalization influences. They examine and reflect on effects of these trends on their own areas of interest. This capstone course concludes the program by providing education professionals the opportunity to engage in a practical application of knowledge and skills gained throughout the program. Working in a consultative role as a K–12 teacher, education professionals engage in a real-world, problem-solving project within their work environment.

**EDUC 7905 - Capstone: EdS in Curriculum, Instruction, and Professional Development**

(3 sem. cr.)
Education professionals conclude their program with this capstone course in which they are provided the opportunity to apply knowledge and skills gained throughout the program to an actual educational environment. Serving as consultants, education professionals examine a school or district’s curriculum plans against a set of data and make recommendations for improvement and reform.

**Prerequisites**
- All other courses

**EDUC 8002 - Leading the Future of Education**

(5 cr.)
As an advanced graduate student, you are about to embark on one of the most exciting journeys of your life. This practical course provides meaningful skills you will need to
select your path, complete your degree, and become a successful leader of educational change in the 21st century. Networking and research skills, scholarly writing, critical thinking, use of Walden resources, and the three advanced graduate paths (e.g., Ph.D., Ed.D., Ed.S.)—this course addresses all of these in a manner that provides a solid foundation of skill sets upon which to base your journey. You will find a balance of assignments (e.g., case studies, discussions, application assignments) that will ignite your passion for learning, that will allow you to collaborate with others, and that will guide your current and future work. This course is designed to reflect Walden’s social change mission and provide you with meaningful tools for success as an advanced graduate student.

EDUC 8005 - Foundations: The Changing Context of Postsecondary and Adult Teaching and Learning

(6 sem. cr.)
Learning in adulthood is imperative for individuals to realize the opportunities of 21st-century workplaces, technology, and society. Providing these learning experiences requires committed and responsive adult and postsecondary education leaders. In this course, education professionals investigate contemporary trends and issues in teaching and learning in postsecondary and adult education settings. The course also provides education professionals with an introduction to the expectations of graduate work in Adult Education and College Teaching and Learning programs. Education professionals learn to work effectively within Walden University’s online learning environment and develop an understanding of university and program support systems, expectations, and outcomes.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 8011 - Foundations for Doctoral Study in Curriculum, Instruction, and Assessment

(6 sem. cr.)
Providing systemic leadership at the district, regional, state, or federal level in curriculum, instruction, and assessment is a complex, challenging process. This course is a foundation for education professionals to navigate this process and lead so that they can promote the success of all K–12 students within their organizations by developing quality educational programs. Education professionals examine the critical elements of a framework for leading for excellence, including curriculum, instruction, and assessment; data-driven instructional improvement; professional learning time for improvement; and leadership skills that produce results. They also learn the process for completing their doctoral degree successfully by examining how Walden University supports them in developing facility with Walden’s online learning environment; understanding of the
university’s and the program’s support systems, expectations, and outcomes; and doctoral-level critical-thinking, research, and writing skills.

EDUC 8012 - Leadership for Today’s Schools

(6 sem. cr.)
Today’s schools are dynamic places and require leaders who understand how learning communities operate and thrive and are prepared to deal with the demands of internal and external forces. In this course, education professionals make connections between change theory and the continual appraisal of evolving needs of the learning community and application of a grounded knowledge base of theory and practical strategies supported by research. Education professionals are empowered to explore current and future technology as they assess educational trends and issues. Education professionals also analyze their own and others’ paradigms and leadership styles, and they determine best practices to promote positive social change.

EDUC 8021 - Understanding the Adult Learner

(5 cr.)
Unique and distinctive skills are required to engage and teach adult learners. Education professionals will explore adult learning and developmental theory and the wide range of research that supports it, including andragogy and transformation, phase and stage developmental theories, and effects of gender and culture on adult learning. Educators will also be provided with the opportunity to reflect on the relationship of course material with their own experiences as adult learners. Education professionals complete a variety of realistic assignments through which they practice communicating and presenting complex concepts, critique the work of major theorists, apply adult learning and development theories to educational practice, and construct their own positions on adult learning as scholar-practitioners.

EDUC 8040 - Foundations: Teacher Leadership

(6 sem. cr.)
The purpose of this foundations course is to engage education professionals with the environment, expectations, and content of doctoral work in the Teacher Leadership specialization. Education professionals develop facility with Walden University’s online learning environment; understanding of the university’s and the program’s support systems and expectations and outcomes; knowledge about the field, which they synthesize with reflection on their own experience and goals; and doctoral-level, critical-thinking and writing skills.

EDUC 8081 - Completing the Prospectus
The prospectus is a brief document that helps education professionals organize, delineate, and make decisions regarding their doctoral study and appropriate research methodology. In this course, education professionals design the prospectus in collaboration with their committee members. Education professionals learn best practices for developing the prospectus and analyze past examples. They refine their doctoral study questions and explore research methods and project types that they may incorporate into their study. Finally, they engage in the iterative process of writing the prospectus, incorporating feedback from peers and committee members. Ultimately, the prospectus is offered by education professionals as a document for review for consideration by potential mentors for their doctoral study, which is completed during EDUC 8090 - Doctoral Study Intensive.

**EDUC 8090 - Doctoral Study Intensive**

*(12 sem. cr. -- 6 sem. cr. per term for 2 terms)*

Students demonstrate in the doctoral study their scholarly abilities to examine, critique, and synthesize knowledge so that new ideas can be tested; best practices identified, established, and verified; or theoretical or policy constructs evaluated and advanced. In all cases, the doctoral study is to be a rigorous, original inquiry that results in new knowledge, demonstrating its efficacy in the world of practice. The goal of the doctoral study is for the education professional to conduct an investigation that focuses on learning, teaching, and leading within a designated community.

**Prerequisites**
- All other course requirements and the residency must be completed prior to registration in EDUC 8090.

**Note:** EDUC 8090 must be taken for a minimum of two terms for a total of 12 semester credits. If more time is needed to complete the doctoral study, additional terms of EDUC 8090 will be required to use university services and support. Additional credits for EDUC 8090 are not reflected in the overall credit requirements needed for graduation, but these additional credits will appear on the transcript.

**EDUC 8101 - How Adults Learn: Theory and Research**

*(6 sem. cr.)*

Adult learning is similar to and different from learning at any other age. In this course, education professionals examine these similarities and differences, focusing on adult learning and developmental theory and the wide range of research that supports it. Education professionals explore adult learning theories, including andragogy and transformation; phase and stage developmental theories; and effects of gender and culture on adult learning. They also have the opportunity to reflect on the relationship of this material to their own experiences. Education professionals complete a variety of written application assignments through which they practice communicating and
presenting complex concepts, critique the work of a major theorist, apply adult learning and development theories to educational practice, and construct their own positions on adult learning as scholar-practitioners.

EDUC 8102 - Applied Research in Education

(6 sem. cr.)
In this course, educators develop a broad understanding of theoretical frameworks and the appropriate use of qualitative and quantitative methods. Educators focus on methods designed specifically for studying human development and how individuals learn. They explore these methods through the examination of the philosophy of research and particular research strategies, review of literature in the field, and research and analysis of additional literature relating to individual interests. Additionally, educators reflect on and discuss ways in which research can lead to the promotion of social change on the job or in their community.

EDUC 8103 - Designing and Assessing Learning Experiences

(6 sem. cr.)
Research has considerably expanded the knowledge of adult learning and development in recent years. These gains have resulted in a new paradigm for the design and assessment of learning experiences. In this course, education professionals advance their understanding of research methods as they examine literature about design and assessment. They also apply research-based principles in the design of a project to develop learning experiences for a specific population of adults using on-site, online, or hybrid models.

EDUC 8104 - Facilitating Adult Learning

(6 sem. cr.)
Using research and theory on differences in learning, education professionals in this course explore the repertoire of practices that facilitate adult learning from a teaching and learning perspective. These practices range from mentoring and coaching to collaborative engagement and reflective practices. Education professionals deepen their understanding of research methods by critiquing articles and designing research studies to investigate specific learning practices.

EDUC 8105 - Adult Learning: Trends, Issues, Global Perspectives

(6 sem. cr.)
Invariable advances in research and technology continue to change the current state of knowledge; therefore, it is necessary to function as lifelong learners. In this course, education professionals examine intriguing and potentially critical directions in adult learning, including brain research, new technologies, and the impact of globalization.
They also have the opportunity to examine and reflect on the effects of these trends in their own areas of interest.

EDUC 8106 - Research in Practice

(6 sem. cr.)
In this course, educators build on their knowledge of and experience with research design and methodology through a hands-on, in-depth study of specific data collection and analysis skills, which they need to become effective producers of research. Educators apply concepts and practice skills in research design, data collection, data analysis, and presentation of results. They complete practical exercises and engage in discussions that emphasize qualitative and quantitative research methods.

EDUC 8110 - Development of the Scholar-Practitioner

(4 cr.)
Building on the Carnegie Foundation's metaphor of "stewards of the discipline," education professionals in this course explore the role of the scholar-practitioner and the expectations and responsibilities inherent in obtaining a PhD in Education. Using this understanding, education professionals develop a professional development plan to guide their progress through the program. They assess the relationship of mission and vision to professional goals and develop strategies for online success. They also explore resources used throughout the program and engage in course assignments focused on the practical application of professional writing, critical-thinking skills, and the promotion of professional and academic excellence.
Note: Taken concurrently with EDUC 8111.

EDUC 8111 - Principles of Social Change

(4 cr.)
Consistent with the mission of Walden University, this course is a foundation for the remainder of the program. Through this course, education professionals acquire a framework for their work as scholar-practitioners and agents of positive social change in education. Education professionals examine foundational theories of education while considering their future role in the discipline. Through an integrative process of developing an essay comparing theories of social change, they also begin to hone their skills as scholarly writers.
Note: Taken concurrently with EDUC 8110.

EDUC 8112 - Social Change in Education

(4 cr.)
The choice to effect positive social change in education demands that scholar-practitioners have the requisite skills and abilities to take responsibility for generating
new knowledge, conserving the values of education, and communicating information to others. In this course, education professionals examine these key principles of disciplinary stewardship while building strategies to effect positive social change. Demonstrating their understanding of course concepts, they develop a social change proposal that fills an area of need in their organization, workplace, or community. Through this proposal, they analyze prospective requirements, challenges, and effects of their proposed plan of action.

Prerequisites
- EDUC 8110
- EDUC 8111

Note: Taken concurrently with RSCH 8100.

EDUC 8113 - The Learner Across the Lifespan

(4 cr.)
Educational scholars recognize the important role of human development in the educational process. In this course, education professionals gain an understanding of the theories and frameworks relevant to the development and experiences of individuals from birth through old age. They engage in coursework that emphasizes application of this knowledge to educational settings, and they discuss a range of topics, such as personal teaching experiences, theory-based approaches to a contemporary problem, influences of moral development, and intergenerational relationships, among others. Education professionals also explore different strands of development across the lifespan as well as how they relate to the individual as a learner.

Prerequisites
- EDUC 8111

EDUC 8114 - Learning and Instruction

(4 cr.)
The processes of teaching and learning are central to the educational enterprise. In this course, education professionals examine learning from a variety of perspectives, focusing on supporting academic and co-curricular success in education. They explore curriculum theory and design, with emphasis on the theoretical, practical, and political aspects of curricula. Through a variety of written and applied assignments, they investigate learned societies; make connections to research; develop a course proposal, including a course outline that identifies learning objectives; analyze the influence of technology on education; review and reflect on the importance of the curriculum development process and the role of curriculum to guide instruction and assessment; and develop their own approach to instruction and learning.

Prerequisites
- EDUC 8112
EDUC 8115 - Assessment and Accountability in Education

(4 cr.)
Increasingly, schools and educational committees ask educators at all levels to account for the influence of the educational process on learners and to make research-based decisions. In this course, education professionals build on their knowledge of theories of development and learning as they gain foundational skills in assessing and evaluating student learning, developmental outcomes, and educational programs. Acquiring key evaluation concepts, they also examine the purposes for collecting student data as well as the distinctions among various approaches to assessing learning.
Prerequisites
- EDUC 8112

EDUC 8116 - Leadership in a Global Society

(4 cr.)
Leadership roles in education take a wide range of forms, from the teacher in the kindergarten classroom to the president of a university. Academic leaders recognize the interplay between local challenges and national and global influences as well as the unique societal pressures on the educational process. Education professionals in this course explore these challenges and influences to gain an understanding of the skills and sensibilities needed to lead in a global society. They examine leadership theories and research as well as the principles of leadership within educational communities. They also have the opportunity to analyze their own leadership skills in the context of these theories and principles.
Prerequisites
- EDUC 8114

EDUC 8117 - Educational Organizations and Contexts

(4 cr.)
Research efforts to support the educational process and effective leadership demand an understanding of schools and academic institutions as complex systems and units of change. In this course, education professionals examine theories of organizational functioning and apply these insights to the behaviors of individuals and groups within educational systems. They also explore systems thinking and organizational effectiveness that supports teaching and learning. Education professionals engage in assignments designed to provide practical application of course content through which they analyze ethical behavior in organizational development; summarize, test, and evaluate theories; construct an organizational development scenario; evaluate a case study related to
organizational development; and assess their own educational organization.

**Prerequisites**
- EDUC 8115

**EDUC 8118 - Innovation and Change in Education**

(4 cr.)
Understanding the impact of new innovations and change has emerged as a field of theory and research in education. Education professionals in this course build on the principles of social change as well as research and theories of leadership and organizational functioning as they focus on the challenges inherent in initiating and managing change in educational organizations. They explore the role of change agents as well as the influences of technological innovations on the academic process. Applying course concepts, education professionals design plans to implement and evaluate new programs to support change.

**Prerequisites**
- EDUC 8116
- EDUC 81117 or EDUC 8841

**EDUC 8140 - Leadership for Today’s Schools**

(6 sem. cr.)
Today’s schools are dynamic places and require leaders who understand how learning communities operate and thrive and are prepared to deal with the demands of internal and external forces. In this course, education professionals make connections between change theory and the continual appraisal of evolving needs of the learning community and application of a grounded knowledge base of theory and practical strategies supported by research. Education professionals are empowered to explore current and future technology as they assess educational trends and issues. Education professionals also analyze their own and others’ paradigms and leadership styles, and they determine best practices to promote positive social change.

**EDUC 8141 - Applied Research in Education**

(6 sem. cr.)
In this course, educators develop a broad understanding of theoretical frameworks and the appropriate use of qualitative and quantitative methods. Educators focus on methods designed specifically for studying human development and how individuals learn. They explore these methods through the examination of the philosophy of research and particular research strategies, review of literature in the field, and research and analysis of additional literature relating to individual interests. Additionally, educators reflect on
and discuss ways in which research can lead to the promotion of social change on the job or in their community.

EDUC 8142 - Teaching and Learning: Theory and Research

(6 sem. cr.)
Research has considerably expanded the knowledge of teaching and learning in recent years. A new paradigm for the design and assessment of learning experiences is a result of these gains. In this course, education professionals advance their understanding of research methods as they examine literature about design and assessment. They also apply research-based principles, via technological means, to collect, analyze, and present data with the goal of solving a learning problem in their school or district.

EDUC 8143 - Collegial Interactions and Professional Development

(6 sem. cr.)
In this course, the role of teacher leadership expands from the classroom to the school community. Education professionals in this course focus on the development of knowledge, abilities, and dispositions necessary for effective and productive leadership in effecting professional partnerships, participating in collegial study teams, facilitating professional development of other educators, and adeptly using collegial and collaborative processes, such as coaching and mentoring.

EDUC 8144 - Teacher Leadership: Trends, Issues, and Global Perspectives

(6 sem. cr.)
Invariably, advances in research and technology continue to change the current state of knowledge; therefore, it is necessary to function as lifelong learners. In this course, education professionals examine intriguing and potentially critical directions in adult learning, including brain research, new technologies, and the impact of globalization. They also have the opportunity to examine and reflect on the effects of these trends in their own areas of interest.

EDUC 8145 - Research in Practice

(6 sem. cr.)
In this course, educators build on their knowledge of and experience with research design and methodology through a hands-on, in-depth study of specific data collection and analysis skills, which they need to become effective producers of research. Educators apply concepts and practice skills in research design, data collection, data analysis, and presentation of results. They complete practical exercises and engage in discussions that emphasize qualitative and quantitative research methods.

EDUC 8304 - Effective College Teaching: Engaging Diverse Learners
As colleges and universities broaden their missions to serve new groups of learners, and as more people pursue a college education, college educators must strive to engage increasingly diverse student populations. At the same time, changing workplace needs and growing demands for accountability require that college educators must be able to help demonstrate that learners have met important learning goals. In this course, education professionals will investigate the research-based teaching and assessment strategies that can support all learners. Education professionals also assess methods for critically reflecting upon their own practice, engaging in education scholarship, and collaborating with colleagues on the continuous improvement of learning experiences and environments.

**EDUC 8306 - Effective College Teaching: Using Technology to Support Learning**

Technology is a tool that can support student engagement and the development of critical knowledge and skills. College educators must learn how to harness the growing number of new technologies for constructive use in diverse learning contexts. In this course, education professionals consider how to stay abreast of available technologies and related research as well as how to use these tools and research most effectively in face-to-face, hybrid, and online environments. Through a variety of contextual and application-based assignments, education professionals practice making critical decisions on when and how to implement technological solutions, how to assess the value of these tools for students in particular learning contexts, and how to maximize the power of technology for learning in a global environment.

**EDUC 8342 - Emerging and Future Technologies**

Conceive of a world where emerging and future technologies are a seamless facet of learning and work. Learners explore this world through social networking, mobile technologies, gaming and simulations, collaborative tools and strategies, and more, to become thought leaders in their field. Critical thinking and decision-making skills are developed to analyze obsolete technologies, assess new technologies, and predict future technological movements. Insights are examined from the view of a futurist, guiding learners as they become experts in the evaluation and use of emerging and future technologies.

**EDUC 8343 - Creating Digital Media**

The effective use of digital media in learning environments requires leaders in the field to be both consumers and creators. Learners become knowledgeable developers of digital media by applying principles of instructional design and pedagogy to multimedia.
Learners collaborate in the design and creation of digital and interactive media based on visual design principles.

**EDUC 8344 - Innovations and the Diffusion of Learning Technologies**

(5 cr.)
Thought leaders instigate change in the workplace. Learners explore Rogers's diffusion of innovations theory, research effective practices for integrating technology and overcoming resistance to change, and apply methods for being a catalyst for change. Playing a diffusion simulation game enables learners to analyze the power of gaming in instructional environments. Learners analyze the needs of an organization and demonstrate their skills of persuasion to convince key stakeholders to adopt a technological innovation in their workplace.

**EDUC 8470 - Applied Research in Education**

(6 sem. cr.)
In this course, educators develop a broad understanding of theoretical frameworks and the appropriate use of qualitative and quantitative methods. Educators focus on methods designed specifically for studying human development and how individuals learn. They explore these methods through the examination of the philosophy of research and particular research strategies, review of literature in the field, and research and analysis of additional literature relating to individual interests. Additionally, educators reflect on and discuss ways in which research can lead to the promotion of social change on the job or in their community.

**EDUC 8541 - Foundations in Reading and Literacy Leadership**

(6 sem. cr.)
Literacy may be understood in multiple ways across various settings and populations. Candidates taking this course lay a foundation for leaders to define literacy based on the sociopolitical landscape, the influence of social media and technological innovation, and influences coming from Common Core standards that influence literacy programs in P–20 and beyond. As part of this foundational course, candidates also learn the process for how to succeed as a graduate student at Walden University, understanding how Walden supports students in developing (a) facility with Walden University's online learning environment; (b) understanding of the university and the program support systems, expectations, and outcomes; and (c) graduate-level critical thinking, research, and writing skills.

**EDUC 8542 - Literacy Leadership for Today's Schools**

(6 sem. cr.)
The field of literacy education demands leaders who are not only knowledgeable in this...
subject area but who can articulate a dynamic vision that motivates collaboration, creativity, and positive social change. Candidates taking this course, grounded in knowledge about literacy professional standards of practice, examine the high-stakes nature of literacy acquisition in the context of limited financial and human resources. Leadership skills explored include decision making to solve complex problems, facilitation for reaching goals, mentoring, and the building of staff capacity for literacy infusion across content areas. Candidates study leadership and change theory at both the research and application levels.

EDUC 8543 - Applied Research in Education

(6 sem. cr.)
In this course, educators develop a broad understanding of theoretical frameworks and of the appropriate use of both qualitative and quantitative methods. Educators focus on methods designed specifically for studying human development and how individuals learn. They explore these methods through the examination of the philosophy of research and particular research strategies, review of literature in the field, and research and analysis of additional literature relating to individual interests. Additionally, educators reflect on and discuss ways in which research can lead to the promotion of social change on the job or in their community.

EDUC 8544 - Learners and the Changing Literacy Landscape

(6 sem. cr.)
Literacy is essential for individual learning and is also a means by which an individual participates in the intellectual, social, and commercial life of the community. Students in this course examine language development within the context of culture, the value placed on literacy within the community, and diversity of learner ability. Topics include the developmental nature of literacy competencies from early childhood to the adult learner, potential barriers to literacy that learners of all ages must overcome, theoretical research, and approaches to curriculum and instruction that facilitate literacy across settings. Specific attention is given to the challenges second language learners face in school. Candidates will practice analyzing, evaluating, and applying research methods appropriate to data-driven planning and decision making.

EDUC 8545 - Assessment and Data Analysis to Support Systemic Literacy Programs

(6 sem. cr.)
Designing systems that effectively promote and support high levels of literacy proficiency requires the use of data that accurately describe the status of student, teacher, and school performance. Students in this course examine a variety of assessment tools and validity issues for addressing individual and classroom needs as well as district and state mandates. Topics include a focus on data analysis for tiered intervention decision making.
and the interpretation of data to drive recommendations at a systemic level. Skills of collaboration and stakeholder inclusion are examined. Quantitative and qualitative methods appropriate to understanding institutions, programs, and stakeholder interests are also explored.

EDUC 8546 - Research in Practice

(6 sem. cr.)
Candidates build on their prior explorations of research design and methodology by providing hands-on, in-depth study of specific data collection and analysis skills needed to become producers of research. Candidates apply concepts and practice skills in research design, data collection, data analysis, and presentation of results. By completing practical exercises and participating in discussion, candidates emphasize both qualitative and quantitative research methods.

EDUC 8547 - Program Development and Professional Development

(6 sem. cr.)
As research and technology continue to provide new perspectives on literacy, educational leaders are charged with the responsibility for leading the selection or development and implementation of innovative programs that support high levels of literacy achievement for all learners. In this course, educational leaders emphasize program development, monitoring, and evaluation for continuous improvement of literacy teaching and learning. They integrate the important role the literacy leader plays in supporting effective professional development. Topics also include the creation of a literacy environment and the use of technology to promote both student learning and the professional development of teachers. Research highlights current issues in the field of literacy as they relate to program development, evaluation, and professional development.

EDUC 8640 - The Learning-Centered Institution

(6 sem. cr.)
Institutions of higher education exist to create learning that is achieved by students, pursued through scholarship, and developed in the daily practice of faculty members and staff. The concepts of the learning institution, which place learning at the center of all of its programs, services, and operations, are introduced in this course. Through the exploration of the learning-centered institution, education professionals gain a foundation for the EdD with a specialization in Higher Education Leadership. Through participation in course activities, they develop facility with Walden University’s online learning environment and understanding of the university’s and the program’s support systems, expectations, and outcomes; knowledge about the field, which they synthesize with reflection on their own experience and goals; and doctoral-level critical-thinking and writing skills.
EDUC 8641 - The New Higher Education Enterprise

(6 sem. cr.)
Creating and sustaining learning-centered institutions in today's global economy is no small feat. Leaders of today's colleges and universities must embrace their role in the enterprise of higher education and engage in new entrepreneurial, collaborative practices to promote, develop, and ensure the quality and sustainability of their programs and services. In this course, education professionals examine the current landscape of higher education, emerging trends and issues that require new types of leadership, and the historical and philosophical foundations of these issues. They investigate the social role of postsecondary education in promoting educational attainment, civic engagement, and globalization, as well as policy issues that are raising the stakes for accountability and quality assurance. They engage in activities and discussions to explore strategies for leveraging resources, achieving sustainability, and supporting new initiatives in this environment.

EDUC 8642 - Transformative Leadership in Higher Education

(6 sem. cr.)
Effective leadership in higher education goes beyond managing or reacting to change; it anticipates change and seeks out opportunities for growth for the institution and its members while keeping the institution focused on its mission and goals for learning. Education professionals in this course focus on key leadership skills, such as communication, negotiation, decision making, strategic planning, and conflict management. They research and discuss strategies for navigating the complex political environment of today's colleges and universities, cultivating a culture of evidence, and developing the institution's intellectual and human resources. They also practice analyzing, evaluating, and applying research methods appropriate to data-driven planning and decision making.

EDUC 8643 - Achieving Coherence in Complex Institutions

(6 sem. cr.)
Higher education, as an enterprise, as well as individual institutions, grow more complex every day. Meeting the needs of diverse stakeholder groups, operating within an increasingly convoluted legal and regulatory environment, and adapting to changes in society can lead to fragmentation and divisiveness within institutions. In this course, education professionals examine ways in which leaders can bridge traditional gaps between academic affairs, student affairs, business and external affairs, and community partners to promote collaboration on learning-centered goals. They investigate strategies for leading change within and across different parts of the institution to implement new requirements, seize opportunities, or plan responses to crises and challenges. Moreover, education professionals explore the use of research methods appropriate to understanding institutions, programs, and stakeholder interests.
EDUC 8644 - Research in Practice

(6 sem. cr.)
In this course, educators build on their knowledge of and experience with research design and methodology through a hands-on, in-depth study of specific data collection and analysis skills, which they need to become effective producers of research. Educators apply concepts and practice skills in research design, data collection, data analysis, and presentation of results. They complete practical exercises and engage in discussions that emphasize qualitative and quantitative research methods.

EDUC 8645 - Managing Resources to Drive Change in Higher Education

(6 sem. cr.)
Managing resources—financial, technological, human, and intellectual—is higher education leaders' most significant concern. In this course, participants focus on how leaders in higher education can effectively plan, prioritize, allocate, and track the use of resources toward achieving learning-focused goals. Candidates research and discuss the meaning of efficiency, productivity, and sustainability in higher education and ways to maximize these across the institution. Activities include analysis of various budgeting, planning, and fund-raising strategies and how these can be used to identify new and reallocated resources to enable growth and sustainability of quality programs. Candidates will also investigate research approaches appropriate to planning and resource management.

EDUC 8745 - Applied Research in Education

(6 sem. cr.)
In this course, educators develop a broad understanding of theoretical frameworks and of the appropriate use of both qualitative and quantitative methods. Educators focus on methods designed specifically for studying human development and how individuals learn. They explore these methods through the examination of the philosophy of research and particular research strategies, review of literature in the field, and research and analysis of additional literature relating to individual interests. Additionally, educators reflect on and discuss ways in which research can lead to the promotion of social change on the job or in their community.

EDUC 8750 - Systemic Curriculum Design: Rigor, Relevance, and Results

(6 sem. cr.)
Designing curriculum with rigor, relevance, and results requires broad understanding of the key concepts behind each of these attributes. In this course, education professionals examine the contribution of learning theory to what defines rigor as they explore alignment of standards and design models as well as the role of collaboration between educators and the needs of an ever-increasing diverse student population, including
English-language learners, special education educators, gifted students, and students of poverty. As leaders of learning, education professionals examine the connection between relevant curriculum and global trends, social-emotional, and character development, and the integration of technology for student engagement. In addition, they gain an understanding of what constitutes results that acknowledge the demands of accountability from multiple constituents, such as parents, community members, school administrators, and government oversight. They also gain practice analyzing, evaluating, and applying quantitative research methods appropriate to data-driven planning and decision making.

**EDUC 8751 - Data-Driven Instruction and Assessment**

*(6 sem. cr.)*

Instructional leaders must have the ability to diagnose by reviewing data and practices, set a vision for where they want to go, prioritize the work by utilizing relevant data, identify measurable goals, develop an action plan, and then monitor their results. Education professionals in this course examine this inextricable link between instruction and assessment. They engage in a diagnostic process designed to meet diverse student and systemic needs. They also examine the role of formative and summative assessments in making decisions, the various forms and purposes of assessment, and how the ongoing use of assessment data can move curriculum and instruction beyond mediocrity to support rigorous learning for all students. Additionally, they explore qualitative research methods appropriate to understanding institutions, programs, and stakeholder interests.

**EDUC 8752 - Effective Professional Development**

*(6 sem. cr.)*

Effective professional development is foundational to improving a school system's ability to raise student achievement. Using adult learning theory as a foundation, educators explore models that look at adult learning strategies and skills that build strong professional development opportunities promoting new knowledge and skills that affect teacher practice and student learning. Educators learn how to use collaboration, facilitation, coaching, and mentoring that support a culture of learning that involves students, educators, parents, and community. As evaluating the impact of professional development efforts is crucial to ongoing success, leaders learn to collect and analyze data from student work and teacher practice to make informed decisions that lead to continuous improvement. Communicating and disseminating results to multiple constituents within the school system are emphasized. Educators also investigate mixed-methodology research approaches appropriate to planning and resource management.

**EDUC 8753 - Research in Practice**
(6 sem. cr.)
In this course, educators build on their knowledge of and experience with research design and methodology through a hands-on, in-depth study of specific data collection and analysis skills, which they need to become effective producers of research. Educators apply concepts and practice skills in research design, data collection, data analysis, and presentation of results. They complete practical exercises and engage in discussions that emphasize qualitative and quantitative research methods.

EDUC 8760 - Foundations: Special Education
(6 sem. cr.)
Special education as a field is dynamic, with a growing research base of best practices and changing implementation efforts that seek to balance effective and efficient education for students with disabilities. Education professionals in this course explore evolving trends that reflect this balance and a range of related topics, such as issues of equity, assistive technology, collaborative instruction between regular and special educators, delivery approaches with and without student categorization, and ethical practice. As part of this foundational course, education professionals learn the process of how to complete their doctoral or education specialist degree successfully. They gain facility with Walden University’s online learning environment; knowledge of the university’s and the program’s support systems, expectations, and outcomes; and advanced, graduate-level critical-thinking, research, and writing skills.

EDUC 8761 - Leadership, Advocacy, Policy, and Law
(6 sem. cr.)
Leadership and advocacy go hand-in-hand when seeking to promote policies that support effective practices in education for early childhood and school-age students. In this course, education professionals analyze the connections among advocacy, leadership, and policy by examining the evolution of education legislation and pivotal case law in the United States. They examine change theory and leadership styles, allowing them to reflect on their own and others’ paradigms and to determine best practices to promote positive social change. They also engage in a culminating project through which they construct a professional plan for advocacy and leadership in an area of interest that includes issues of diversity and special needs.

EDUC 8762 - Applied Research in Education
(6 sem. cr.)
In this course, educators develop a broad understanding of theoretical frameworks and of the appropriate use of both qualitative and quantitative methods. Educators focus on methods designed specifically for studying human development and how individuals learn. They explore these methods through the examination of the philosophy of research and particular research strategies, review of literature in the field, and research
and analysis of additional literature relating to individual interests. Additionally, educators reflect on and discuss ways in which research can lead to the promotion of social change on the job or in their community.

EDUC 8763 - Specialized Instruction

(6 sem. cr.)
A growing body of research exists around evidence-based instructional practices in special education. Educators in this course review the literature specific to specialized instruction for students with disabilities in language, reading, writing, math, and content areas. Topics also include effective practices for instruction and evaluation for students with social-emotional and behavioral needs, including applied behavior analysis and positive behavioral interventions and skill building. Related brain research will be examined, as well as assistive technology and methods of delivery, whether in isolation, small group, or inclusive settings.

EDUC 8764 - Research Methodology and Special Education

(6 sem. cr.)
To document the effectiveness of practices in special education, different research questions are needed that call for different types of methodologies. Educators examine four types of research methodologies important to special education: experimental group, correlation, single-subject, and qualitative designs. Particular attention is given to single-subject research designs that are used to study behavioral change in an individual or a group as a result of an intervention. Topics include reliable measurement, repeated measurement, description of conditions, baseline and treatment conditions, and single-variable rules.

EDUC 8765 - School-Wide Intervention Models

(6 sem. cr.)
Response to intervention (RTI) is a school-wide approach that integrates assessment and intervention within a multitiered prevention system to maximize student achievement and to reduce behavioral problems. Educators examine RTI research and other problem-solving processes for best practices for using data to identify students at risk of academic, social, or emotional failure; methods of disability identification and monitoring student progress; and data-based decision making for instruction, universal instruction, and interventions useful for all students. Professional development of regular and special education teachers and the role of parents will be explored. Functional behavioral assessment is examined as an evaluation tool for understanding behavior, and effective practices for school-wide positive behavioral support (SWPBS) are also explored.

EDUC 8766 - Research in Practice
In this course, educators build on their knowledge of and experience with research design and methodology through a hands-on, in-depth study of specific data collection and analysis skills, which they need to become effective producers of research. Educators apply concepts and practice skills in research design, data collection, data analysis, and presentation of results. They complete practical exercises and engage in discussions that emphasize qualitative and quantitative research methods.

**EDUC 8767 - Sustaining and Supporting Effective Practices in Special Education**

(6 sem. cr.)
Once effective practices for special education are in place, a clear plan is needed for implementation fidelity that addresses program integrity and sustains commitment within the professional learning community. Candidates will examine critical contributing components such as program evaluation, professionalism, cultural resonance, and policy to support continuous improvement.

**Prerequisites**
- All other courses

**EDUC 8800 - Research Forum**

(6 cr.)
The purpose of this forum is to assist students with making steady progress toward earning a Doctor of Philosophy (PhD) degree. Students prepare a plan of action, engage in regular scholarly discussion with a faculty mentor and fellow doctoral students, and submit a personal progress report. Students submit drafts of Learning Agreements, Knowledge Area Modules (KAMs), and dissertations to the faculty mentor for feedback. Information and resources related to KAMs, dissertations, residencies, research and writing, courses, and doctoral program expectations are provided for guidance.

**EDUC 8842 - Principles of Distance Education**

(4 cr.)
Different theories, paradigms, and the history of distance education will be explored. Learners critique current research and assess online learning programs including hybrid and fully online delivery. Accessibility issues, open source, best practices to facilitate learning, global trends, and the move from elite to mass higher education will be analyzed. Synchronous versus asynchronous platforms will be contrasted.

**Prerequisites**
- EDUC 8118
- RSCH 8200
- RSCH 8300

*(Co-requisites: EDUC 8900)*
EDUC 8843 - Leading and Managing Educational Technology

(4 cr.)
Education professionals in this course explore issues related to leadership regarding the integration of technology in business and in education at any level, including K–12 schools, community colleges, teacher education, or higher education. They explore such areas as leadership, strategic planning, systems acquisition, coordination, implementation, technology management and its implications for teaching and learning, and administrative functions. Moreover, they share perspectives through discussions on policies that affect human resource development, staff development, information access, security, management control, and evaluation.

EDUC 8844 - Designing Instruction for Distance Education

(4 cr.)
Instructional design for distance education involves understanding educational experiences, what makes these experiences effective, and the ways in which students learn in the online environment. Education professionals have the opportunity to gain a practical understanding of these topics through the examination of learning styles, learning theory, social networking and collaborative group influences, assessment, global perspectives, and diversity. They also analyze effective online educational experiences from education and the workplace. Focusing on the design and delivery of distance education, education professionals engage in applied assignments that emphasize developing, field testing, and revising a web-based unit. They also explore ways to employ engaging instructional electronic strategies to enhance design and development.

Prerequisites
- EDUC 8842 or EDUC 7102

EDUC 8850 - Foundations in Early Childhood: Developing a Shared Vision

(6 sem. cr.)
Early childhood, as a field, refers to young children (prenatally through 8 years old) as well as those adults, programs, and agencies that have a significant impact on children’s development and learning. It is a field ripe with current research and opportunities to contribute to positive social change. Educators explore the integrative and collaborative richness of the field from its history, values, and ethics to current issues and trends. As part of this foundational course, early childhood professionals learn the process of how to successfully complete their doctoral (EdD) or education specialist (EdS) degrees, understanding how Walden supports them in developing (a) facility with Walden University’s online learning environment; (b) understanding the university’s and the program’s support systems, expectations, and outcomes; and (c) advanced graduate-level critical-thinking, research, and writing skills.
EDUC 8851 - Global Perspectives on Development and Learning

(6 sem. cr.)
Why is the well-being of young children vital to learning and later success in life? Research continues to indicate that early influences are critical to the development of children's brains and lifelong health. Scientific evidence also indicates that there is intrinsic value for young children in experiencing the joy and discovery of childhood. Such experiences not only generate later positive outcomes to society, but they also contribute to viewing life with optimism, learning social skills, and coping with stress. In this course, early childhood professionals study current national and international thinking with regard to early childhood development. Course content also includes global perspectives related to designing, implementing, and evaluating experiences for every child. Special attention is paid to brain research, factors that promote and impede development and learning, and effective assessment of development, learning, and teaching/programmatic practices.

EDUC 8852 - Applied Research in Education

(6 sem. cr.)
In this course, educators develop a broad understanding of theoretical frameworks and of the appropriate use of both qualitative and quantitative methods. Educators focus on methods designed specifically for studying human development and how individuals learn. They explore these methods through the examination of the philosophy of research and particular research strategies, review of literature in the field, and research and analysis of additional literature relating to individual interests. Additionally, educators reflect on and discuss ways in which research can lead to the promotion of social change on the job or in their community.

EDUC 8853 - Influences of Family, Culture, and Society in Early Childhood

(6 sem. cr.)
Early childhood professionals understand that building reciprocal relationships with children’s families and community members is essential to promoting positive outcomes for children. Whether early childhood professionals intend to impact positive social change by working with children and families in early childhood settings or in related professions, understanding the complexities of such relationships and the skills of relationship building are essential. The focus of this course is on research-based knowledge of family dynamics and the vital role relationships play in children’s lives. Special attention is paid to relationship building through the lens of cultural responsiveness and by studying how identities are defined and evolve related to ethnicity, race, economic class, gender, and sexual orientation. Education professionals are challenged to delve deep into issues related to risk factors such as trauma, poverty, bias, stereotyping, and homelessness as well as to study factors that support resilience.
EDUC 8854 - Dynamics of Early Childhood Policies and Systems

(6 sem. cr.)
Healthy development of children from prenatal stages throughout early childhood does not depend on one group of people, one type of agency, or even a continuum of quality early childhood education. Rather, public policy, government processes, funding streams, and research from disciplines such as medicine, psychology, and public health all have an impact—positive and negative—on whether children and families thrive. In this course, educators examine existing early childhood systems—how they function and how they interact—with the goal of improving services for young children and families. Education professionals research and evaluate case studies to develop a deep understanding of the ways that systems are impacted by funding and public policy, determine services, function in today’s society, and ultimately affect the lives of young children and families.

EDUC 8855 - Research in Practice

(6 sem. cr.)
Educators build on their prior explorations of research design and methodology by studying in depth the hands-on specific data collection and analysis skills needed to become producers of research. Education professionals apply concepts and practice skills in research design, data collection, data analysis, and presentation of results. Practical exercises and discussion will emphasize both qualitative and quantitative research methods.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 8856 - Advocacy and Leadership for Positive Social Change

(6 sem. cr.)
What knowledge, skills, and dispositions should early childhood leaders exemplify? The field needs leaders who (a) know the history and understand the values and ethics of the field; (b) approach the present and the future as critical and creative thinkers committed to positive change; and (c) are advocates, researchers, relationship builders, data-driven decision makers, and managers of change with a keen understanding of diversity, humane interaction, organizational development, and system-oriented thinking. In this course, professionals engage in the study of leadership for positive social change in the early childhood field, which culminates in a capstone project that requires participants to apply the knowledge, skills, and dispositions of a leader to effect change in an early childhood setting of their choice.

EDUC 8900 - Dissertation Companion

(0 cr.)
The purpose of this dissertation companion course is to assist education professionals in
making steady progress toward completing their degrees. This course is a companion that education professionals use as a forum for ongoing exchange of ideas, input, and feedback between them and the dissertation chair as they complete coursework for their PhD in Education degree and prepare to begin their dissertation. The instructor of record for a section of the companion is the chair of the dissertation committee. Section participants are education professionals working with the faculty mentor at the early stages of their dissertation.

Prerequisites
- All required courses

**EDUC 9001 - Dissertation**

**(20 cr.)**

During the first quarter in which they have active dissertation committees, doctoral students are automatically enrolled in this dissertation status course. In this course, students have the opportunity to integrate their program of study by conducting an in-depth exploration of a topic of interest and by completing an original research study, called a dissertation, on that topic. With the guidance of a chair and committee members, students develop an approved prospectus, an approved proposal (the first three dissertation chapters), and an application for Institutional Review Board approval. They then collect and analyze data and, afterward, finalize their approved dissertation. During the final quarter, students prepare their dissertations for final review by the university and conclude with an oral defense of their dissertation.

Prerequisites
- All required courses

**EDUC 9002 - Research Forum**

**(4 cr.)**

The purpose of this forum is to assist students with making steady progress toward earning a Doctor of Philosophy (PhD) degree. Students prepare a plan of action, engage in regular scholarly discussion with a faculty mentor and fellow doctoral students, and submit a personal progress report. Students submit drafts of Learning Agreements, Knowledge Area Modules (KAMs), and dissertations to the faculty mentor for feedback. Information and resources related to KAMs, dissertations, residencies, research and writing, courses, and doctoral program expectations are provided for guidance.

**EIDT 2001 - Technology and Learning**

**(5 cr.)**

Technology today facilitates and supports learning in ways never before possible. In this course, students learn how education professionals use computers, multimedia tools,
and other educational technologies to differentiate the learning experience, provide access, and meet the needs of diverse learners. Students examine current trends and gain an understanding of the appropriate integration of technology and instruction.

**Prerequisites**
- EDUC 1014

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**EIDT 2002 - Web Design I**

(5 cr.)
In this course, students learn the fundamental techniques and principles of effective web design. Students learn the basics of building websites that incorporate good functionality and design elements to meet the needs of a diverse audience. They explore a range of topics, including introductory hypertext markup language (HTML), common graphic and web publishing standards, web publication protocols, and basic principles of website layout and design.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**EIDT 2003 - Introduction to Distance Education**

(5 cr.)
While distance learning is not a new concept, advances in technology and the Internet have been a catalyst for the rapid expansion of distance education to meet a variety of learning needs. Students in this course encounter a comprehensive overview of distance education. Students examine the field to gain a historical perspective and an understanding of current trends. They also learn basic concepts, models, and technologies of distance learning.

**Prerequisites**
- EDUC 1014

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**EIDT 2004 - Instructional Design I**

(5 cr.)
The instructional designer plays a key role in developing education and training programs in the public and private sectors. Students in this course are introduced to the field of instructional design. They gain an understanding of the role of instructional designers in constructing the learning experience. Students also explore the essential job
functions and career paths available in this field.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**EIDT 3002 - Multimedia Tools**

(5 cr.)
Multimedia tools allow instructional designers to be creative and develop innovative learning environments. Students in this course are introduced to the design, production, and evaluation of multimedia for instructional purposes. Students experiment with tools commonly used for the creation of multimedia elements and learn how to create basic multimedia components incorporating audio, video, and visual graphics.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**EIDT 3003 - Ethical and Fair Use of Instructional Materials**

(5 cr.)
Instructional designers are faced with the challenge of finding and using materials from various resources. In this course, students examine the issues related to the use of licensed and copyrighted content in the development of instructional materials. Students also explore the legal and ethical implications of copyright, fair use, and Creative Commons licenses when designing materials for nonprofit and for-profit entities.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**EIDT 3004 - Instructional Design II**

(5 cr.)
This course is a continuance of the principles learned in Instructional Design I. Students explore the basic elements of commonly used instructional design theories and models and compare the processes and procedures of these models. They gain a working knowledge of the instructional design process, including how to identify learning and performance gaps and how to design and implement instructional solutions.

Prerequisites
- EIDT 2004
- EDUC 3004

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**EIDT 4001 - Instructional Design and Technology Capstone**
(5 cr.)
Students in this capstone course have the opportunity to showcase their skills and creativity by applying their knowledge of instructional design, learning environments, and multimedia tools to an authentic task. Connecting theory to practice, students work with a client or explore a case study to identify an instructional need and construct an appropriate solution.

Prerequisites
- Completion of all other program coursework

EIDT 4002 - Web Design II

(5 cr.)
This is a project-based course in which students build on their basic knowledge of web design to learn more advanced design and development skills. Students apply their knowledge of web design, multimedia tools, and principles of visual literacy to the creation of a website. Students engage in assignments that emphasize the development of websites that incorporate multimedia elements for education and training.

Prerequisites
- EIDT 2002
- EIDT 3002

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EIDT 4004 - Instructional Design III

(5 cr.)
In this course, students apply the principles of instructional design to a learning situation. They also apply their knowledge of the instructional design process to define learning goals and outcomes as well as to create instructional materials and evaluate the effectiveness of those materials.

Prerequisites
- EIDT 3004

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EIDT 5100 - Instructional Design

(5 cr.)
In this course, students learn the foundational principles and elements of the instructional systems development process, from analysis through evaluation. Students explore commonly used instructional design models, such as ADDIE, and learn how to
apply them in an education or training environment. They gain an understanding of the preliminary phases of instructional design models, such as writing instructional objectives and conducting analyses. Students also focus on incorporating sound instructional strategies into the design and development of instructional systems and into the development of prototypes in real-world instructional settings.

**Prerequisites**
- EDUC 5105

**EIDT 5110 - Advanced Instructional Design**

(5 cr.)
Through this course students' knowledge will extend to application of the instructional design process. Students gain a deeper understanding of best practices for the implementation and evaluation of education and training programs. Emphasis is placed on delivery of instruction and the various strategies for assessing student learning both during and after instruction. Students demonstrate their learning by solving a real-world instructional or performance improvement problem.

**Prerequisites**
- EIDT 5100

**EIDT 6100 - Instructional Design**

(3 sem. cr.)
In this course, educators learn the foundational principles and elements of the instructional systems development process, from analysis through evaluation. They explore commonly used instructional design models, such as ADDIE, and they learn how to apply them in an education or training environment. They gain an understanding of the preliminary phases of instructional design models, such as writing instructional objectives and conducting analyses. Educators also focus on incorporating sound instructional strategies into the design and development of instructional systems and into the development of prototypes in real-world instructional settings.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**EIDT 6110 - Advanced Instructional Design**

(3 sem. cr.)
This course is designed to extend educators' knowledge and application of the instructional design process. Educators gain a deeper understanding of best practices for implementing and evaluating education and training programs. They engage in a variety of assignments that emphasize the delivery of instruction and the various strategies for assessing student learning both during and after instruction. Educators demonstrate
their understanding of course concepts by solving a real-world instructional or performance improvement problem.

Prerequisites
- Intended to be taken after EIDT 6100

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EIDT 6115 - Learning Theories and Instruction

(3 sem. cr.)
Effective instructional design begins with an understanding of the learning process. In this course, the behaviorist, cognitive, constructivist, and social learning theories, and their relationship to instructional practices and course design, are examined. Factors that influence learning, such as learning strategies, motivation, and engagement, are also explored.

EIDT 6120 - Multimedia Design and Development

(3 sem. cr.)
In this course, educators take a systematic approach to the design and development of multimedia for instruction. They combine their knowledge of effective instructional strategies with the basic principles of visual literacy, web design, and multimedia design to develop effective and usable learning objects. Applying concepts learned in the course, educators gain practical experience creating an interactive learning experience, which they beta test in a learning management system.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EIDT 6121 - Multimedia Design and Development I

(3 sem. cr.)
In this first of two multimedia courses, students take a systematic approach to the design and development of multimedia for instruction. Specifically, students will explore various applications within the Adobe Creative Cloud. Applying basic principles of visual literacy, students gain practical experience with text, graphics, and web design for the creation of interactive learning experiences.

EIDT 6122 - Multimedia Design and Development II

(3 sem. cr.)
In this second of two multimedia courses, students take a systematic approach to the design and development of multimedia for instruction. Specially, students will continue to explore the various applications within the Adobe Creative Cloud, as well as Adobe
Captivate. Applying basic principles of visual literacy, students gain practical experience with audio, video, and screen capturing for the creation of interactive learning experiences.

**EIDT 6130 - Program Evaluation**

*(3 sem. cr.)*

Program evaluation is the final step in an effective systematic approach to instructional design. In this course, educators explore the models, principles, and practices employed in conducting effective and thorough evaluations of instructional and performance improvement programs. They learn how to select an evaluation approach; develop an evaluation plan; design or select data collection tools; and collect, analyze, and interpret data related to authentic cases.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**EIDT 6210 - Online Instructional Strategies**

*(3 sem. cr.)*

Effective instruction in an online setting requires strategies that leverage the unique characteristics of distance learners and online environments. In this course, educators apply their knowledge of instructional design and distance learning to analyze, select, and design instructional strategies that are most effective for engaging and teaching online learners. They learn methods for managing and delivering online instruction, with the goal of integrating effective strategies with course management tools and multimedia technologies in synchronous and asynchronous environments.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**EIDT 6211 - Assessments in Online Environments**

*(3 sem. cr.)*

Instructors are provided with the opportunity to reach beyond traditional practices and explore new ways of assessing student learning outcomes in the online environment. In this course, educators apply their knowledge of learning theory, assessment practices, and instructional design principles to the development of assessment strategies in online education and training environments. They review research and practical strategies for assessing student learning in synchronous and asynchronous environments.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**EIDT 6500 - Performance Improvement**
In this course, educators survey the research, models, and issues associated with improving human performance in workplace settings. They explore methods and techniques for recognizing and analyzing performance gaps, conducting needs assessments, determining appropriate instructional and performance support interventions, and measuring the results of implemented solutions. They engage in assignments that emphasize how to determine whether instructional or other performance support interventions are appropriate for addressing identified needs. Educators also use results from analyses to inform the design of job aids, instruction, and other performance support systems.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**EIDT 6501 - Training and Development**

*3 sem. cr.*

The ability to manage and deliver training is an essential skill for human resource and performance improvement professionals. In this course, educators explore models, techniques, and best practices for managing and delivering training systems and modules. They focus on a range of topics, including managing the learning environment, selecting appropriate materials and assessments, and tracking learner performance and completion. Educators also explore technologies that support the planning, presenting, and managing of instructor-led and self-directed courses and training systems in face-to-face and virtual environments.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**EIDT 6510 - Online Instructional Strategies**

*3 sem. cr.*

Effective instruction in an online setting requires strategies that leverage the unique characteristics of distance learners and online environments. In this course, educators apply their knowledge of instructional design and distance learning to analyze, select, and design instructional strategies that are most effective for engaging and teaching online learners. They learn methods for managing and delivering online instruction, with the goal of integrating effective strategies with course management tools and multimedia technologies in synchronous and asynchronous environments.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**EIDT 6511 - Assessments in Online Environments**
Instructors are provided with the opportunity to reach beyond traditional practices and explore new ways of assessing student learning outcomes in the online environment. In this course, educators apply their knowledge of learning theory, assessment practices, and instructional design principles to the development of assessment strategies in online education and training environments. They review research and practical strategies for assessing student learning in synchronous and asynchronous environments.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EIDT 6910 - Capstone: Practical Application of Instructional Design

This course is the culminating experience for the program. Educators are provided with the opportunity to exhibit their knowledge, skills, and creativity in an authentic situation. They demonstrate their ability to integrate instructional design principles and practical skills and apply them to a real-world learning or performance problem. Educators work with a client in a consultative capacity or explore a case study that may include front-end analyses; design, development, and implementation of performance support and instructional materials; and/or evaluation of an instructional or performance support program.

Prerequisites
  - Completion of all other program coursework

EMBA 6010 - Leading in a Dynamic Era

An Executive Master of Business Administration (EMBA) program is a journey of personal and professional transformation. As with a physical journey, this one begins "where you are" (in this case, as a leader and manager). Two of the key goals for this first course of the EMBA Program, then, include determining each person's status and setting the trajectory for the transformational journey. To help candidates begin, in this course, each student will develop the skills for critical reflection by asking questions like:

- What are each student's strengths and weaknesses and what is missing?
- What are each student's responsibilities as a leader now and tomorrow?
- How does the student make decisions as a manager/leader?
- What are the values that shape the student's behavior?
- How does the student deal with difficult problems?
- What are the student's aspirations?

Another important theme of this course is being a leader in turbulent times. Being an effective and genuine leader in a dynamic era requires an understanding of leadership concepts, how leaders think and act, and how various management styles impact
situations and relationships within an organization. Yet, being an effective leader also demands a strong set of competencies such as motivating self and others, leading creativity in an organization, cultural intelligence, and navigating through ambiguity. Through a self-reflective process, work with an executive mentor, and accompanied by the study of key leadership concepts, each student will begin to craft a Personal and Professional Development Plan that will be utilized and further developed throughout the EMBA Program. This plan will serve as the road map for developing the leadership posture and competencies critical for success; and students will take their first steps toward applying the plan to their career during this course.

EMBA 6020 - Economic Decision Making

(3 sem. cr.)
Global markets are increasingly turbulent, and understanding how these markets work is critical to the student's success as a business leader. The course is designed to show how the student can use economic theory to frame the challenges associated with operating a firm in a competitive environment. To facilitate this understanding, students in this course integrate concepts of both micro- and macroeconomics. From a micro perspective, students study managerial decisions, particularly in terms of demand, supply, opportunity costs, profitability, and competitive strategies. Students also analyze real-world industries, markets, and firms using the key concepts of microeconomics. From a macro perspective, students develop the skills to create a basic model of the macro economy emphasizing real-world data and relationships. By the end of the course, students can evaluate and resolve economic problems in real time.

EMBA 6030 - Creativity, Innovation, and Foresight

(3 sem. cr.)
In the first course of the Executive MBA, students were introduced to the notion of being a leader in an era of disruptive change. Students take this course to continue the discussion on disruptive change by focusing on the importance of innovation in achieving business success. Innovation is not an end result. Rather, through creativity and foresight, it is a way of thinking that enables individuals and organizations to define critical problems, identify possible solutions, and foster positive change more effectively. In particular, students in this course focus on increasing their abilities as creative leaders, those who can readily apply imagination to resolve complex problems and who can unleash the creative talents of others by establishing a work environment that facilitates creative thinking. The ultimate goal of this course is to provide students with a set of proven creativity methods, skills, and strategies that enable innovative breakthroughs to occur in a much more deliberate and predictable manner.

To accomplish this task, students describe why creativity and innovation are considered crucial 21st-century skills; learn to manage their judgment, so that they become more flexible, tolerant of ambiguity, and open to new ideas and possibilities; employ a variety
of creative thinking tools useful in resolving problems that do not have easy answers; apply design thinking principles aimed at user empathy and rapid prototyping; identify what creative leaders do to promote innovation in their teams and organizations; and recognize how a systematic approach to creativity enhances the probability of innovative breakthroughs.

EMBA 6040 - Accounting Measurement for Leaders

(3 sem. cr.)
Accounting is a measurement process. Leaders are required to create meaningful measures. To do that they need to know what to measure, how to measure, and what the consequences of the measurement might be. Students in this course take a rigorous stakeholder approach and integrate fundamental managerial accounting topics with strategic analysis. By the end of the course, students are able to use accounting information within a firm to make effective business decisions, design control systems, and evaluate the impact on various stakeholder groups.

EMBA 6050 - Managing People and Teams in Globally Diverse Organizations

(3 sem. cr.)
Contemporary business environments are increasingly competitive, global, fast paced, and knowledge intensive. In these environments, effective use of human capital is crucial to an enterprise’s success and survival. In this course, students have the opportunity to learn practical issues such as planning and executing staffing strategies, creating and sustaining teams, maintaining influence in the organization, managing a global workforce, managing programs for productivity improvement, and planning and managing the human side of organizational change. This course will be especially useful for those planning careers as general managers as well as management consultants.

EMBA 6060 - Money and the Firm

(3 sem. cr.)
The focus of this course is on the utilization of financial information for internal decision-making purposes. The course is designed for the executive who will be using, rather than producing, financial information. Students will cover a range of contemporary topics and techniques relevant to sound and ethical financial decision making using a stakeholder-analysis framework. This framework requires decision makers to develop an array of possible financial decisions and evaluate the advantages and disadvantages of each. The tradeoffs and consequences of each alternative are considered in terms of satisfying stakeholders’ interests while maximizing firm value. Students in this course will rely on critical-thinking skills to apply and, at times, challenge traditional financial theory, while balancing various stakeholder interests in the financial decision-making process.
EMBA 6070 - Leveraging Systems and Operations for Performance

(3 sem. cr.)
One of the most critical challenges for leadership in maintaining organizational performance is identifying core strengths and weaknesses within the organization and across the more general value creation landscape. Students in this course explore systems thinking as a process whereby problems are viewed as individual components within a larger system. A framework is provided for analyzing relationships within a system and for avoiding the risks associated with viewing problems in isolation. Learners will use systems-thinking tools to model single-, double-, and multiple-loop feedback systems, both at the micro and macro levels of analysis. In addition, students are introduced to scenario building and will examine how the practice of systems thinking lays the foundation for creating sustainable outcomes for organizations and society.

EMBA 6080 - Competing in the Global Marketplace

(3 sem. cr.)
A fundamental shift in the world economy is underway and is accelerating. No longer are national economic interests and business operations largely confined within well-defined geographic borders. Phenomena such as enhanced communication technologies, outsourcing, and the reduction in political barriers to cross-border trade have all contributed to the creation of a truly global economy.

Students in this course focus on the global environment of business and explore how the international sociocultural, political, legal, economic, physical, and historical environments impact business practices and policies. A key goal of the course is to provide students with the skills and methodologies required for developing business strategies on a global scale. In particular, students will identify the internal and external forces impacting an organization’s ability to compete in the international marketplace.

EMBA 6090 - Establishing and Cultivating Customer Markets

(3 sem. cr.)
When students see a highly successful product they may wonder whether the product was itself truly innovative or whether the product was unremarkable, but the marketing program was exceptional. Not surprisingly, a clear understanding of the importance of marketing, as well as a grasp of effective marketing practices, is essential for anyone who wishes to achieve a position of leadership. In this course, students gain a working knowledge of both marketing theory and the practical application of innovative marketing strategies. Students also come to understand how product, price, place, and promotion contribute to the marketing mix as they explore research-based insights into consumer behavior.

EMBA 6100 - Capstone: Business Strategy for Sustainable Competitive Advantage
The purpose of this capstone course is to facilitate the integration of what students have experienced during their Executive MBA program. First, working with an executive mentor, students complete a Personal and Professional Development Plan that has both charted their transformational journey thus far and will serve as the starting point of the next phase of their career development. Second, students seek to integrate the knowledge they have gained through the program using the "lens" of developing business strategies capable of achieving sustainable competitive advantage.

To help students think in an integrative fashion, they will take the perspective of the CEO throughout the course. Students whose primary experience has been in one of the functional areas of management (e.g., finance, marketing) have opportunities to relate their experience to the contents of other functional areas and to develop the multifunctional perspective required of the general manager.

The most important outcome of the course is that students are able to think and act in a strategic (rather than a tactical) fashion. Overall, the course aims to improve the actual practice of management; i.e., the students' ability to manage a variety of strategic and operational situations. These situations may be complex, and students should be able to cope with a considerable amount of ambiguity.

**ENGL 1000 - Academic Writing**

Students in this course are introduced to the basic elements of academic writing. Students' primary focus is on gaining fundamental skills necessary for writing college-level essays and research papers. They engage in weekly writing assignments for iterative practice with grammar, punctuation, and the formation of sentences and paragraphs. Through these assignments and a final reflective essay, students demonstrate effective academic writing and the skills requisite to ENGL 1001 - English Composition.

*Note: This course will be considered an elective.*

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**ENGL 1001 - English Composition**

Students explore subject areas through different perspectives, make convincing arguments, and support research findings in a clear, scholarly manner. In this course, students develop the skills necessary for persuasive and research-based writing at the college level. Students focus on the use of rhetoric, argument, and supporting evidence. They also study the use of the *Publication Manual of the American Psychological Association* (APA) guidelines to cite sources and examine the steps involved in conducting research. Through practice of the planning, writing, and revision process, students gain skills necessary to write effective academic persuasive essays with supporting evidence.
Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.);1-443-627-7222 (toll)] for more information.

ENGL 1010 - Writing With Confidence and Purpose

(5 cr.)
Writing is a process. In this course, students experience the writing process by authoring a variety of activities and essays. This course enables students to practice writing with confidence and purpose in academic settings and the workplace. They explore fundamental aspects of writing, including audience, purpose, style, tone, and point of view, and they write in multiple genres, exploring personal, professional, source-driven, and reflection writing. Students build upon their personal, professional, and academic experiences to analyze and respond to various prompts using quotes, summarizing, and paraphrasing evidence. In a series of linked assignments that move from a personal narrative to a source-driven Career Narrative Essay, they explore conventions for personal, professional, and academic writing.

Prerequisites
• HMNT 1001A

ENGL 1010A - Writing With Confidence and Purpose

(5 cr.)
Writing is a process. In this course, students experience the writing process by authoring a variety of activities and essays. This course enables students to practice writing with confidence and purpose in academic settings and the workplace. They explore fundamental aspects of writing, including audience, purpose, style, tone, and point of view, and they write in multiple genres, exploring personal, professional, source-driven, and reflection writing. Students build upon their personal, professional, and academic experiences to analyze and respond to various prompts using quotes, summarizing, and paraphrasing evidence. In a series of linked assignments that move from a personal narrative to a source-driven Career Narrative Essay, they explore conventions for personal, professional, and academic writing.

ENGL 2002 - Professional Writing for Successful Communication

(5 cr.)
Clear and persuasive writing is a fundamental professional skill. In this course, students learn the basic tenets of written communication in a professional setting, including the importance of understanding audience and the purpose of the communication, as well as choices of modality, timing, and idiom. Students examine examples of professional communication, such as business letters, résumés, briefing memos, newsletters, and
proposals and requests for proposals, among others. Applying course concepts, students also engage in a range of applied assignments that reinforce fundamental writing skills, such as grammar and sentence structure, punctuation, style, citation, and word choice.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.);1-443-627-7222 (toll)] for more information.

ENGL 2002A - Professional Writing for Successful Communication

(5 cr.)
Clear and persuasive writing is a fundamental professional skill. In this course, students learn the basic tenets of written communication in a professional setting, including the importance of understanding audience and the purpose of the communication, as well as choices of modality, timing, and idiom. Students examine examples of professional communication, such as business letters, résumés, briefing memos, newsletters, and proposals and requests for proposals, among others. Applying course concepts, students also engage in a range of applied assignments that reinforce fundamental writing skills, such as grammar and sentence structure, punctuation, style, citation, and word choice.

Prerequisites
- HIST 2050A

ENGL 2050C - Women's Literature and Social Change

(5 cr.)
Students examine a variety of historical and contemporary literary works written by women in the form of essays, short fiction, drama, and poetry/lyrics. Topics include social change as it relates to women’s experiences of work, family and community, health and well-being, education, and the future. Students use critical-thinking, reading, and writing skills to articulate an understanding of course themes.

Prerequisites
ENGL 1010

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.);1-443-627-7222 (toll)] for more information.

ENGL 2110 - Creative Writing: Fundamentals of Short Fiction♦

(5 cr.)
Storytelling was a way for our ancestors to pass on values, spiritual beliefs, and history. One of the ways in which we continue this heritage today is through short fiction. In this course, students encounter the processes and concepts of creative writing through short fiction. Students examine established authors, narrative techniques, and structures, which they use as a guide to write short stories that model voice, purpose, and elements of story writing. Through this course, students gain critical-thinking and analytical skills in writing, revising, and publishing creative fiction.

Prerequisites
- ENGL 1001 or ENGL 1010

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.);1-443-627-7222 (toll)] for more information.

ENGL 3110 - Creative Writing: Contemporary Nonfiction and Poetry♦

(5 cr.)
In this course, students explore the creation of poetry and nonfiction writing for children and adults. Students analyze various forms of creative writing, including memoirs, personal essays, nature essays, prose poems, and poetry, by reading the works of established authors and modeling writing techniques in preparation for publication. They acquire essential skills in critical and analytical thinking to be able to write and revise creative works for adults and children.

Prerequisites
- ENGL 1001 or ENGL 1010

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.);1-443-627-7222 (toll)] for more information.

ENGL 3110C - Creative Writing: Nonfiction and Poetry♦

(5 cr.)
In this course, students explore the creation of poetry and nonfiction writing for children and adults. Students analyze various forms of creative writing, including memoirs, personal essays, nature essays, prose poems, and poetry, by reading the works of established authors and modeling writing techniques in preparation for publication.
They acquire essential skills in critical and analytical thinking to be able to write and revise creative works for adults and children.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**FNCE 3001 - Financial Management**

(5 cr.)
All organizations must collect and analyze financial information to make important decisions regarding operations, such as payments, budgeting, and investing in new business. Students in this course learn to use financial and managerial finance theory, concepts, and tools to make better financial management decisions as well as to conduct sound financial analysis. They examine the principles of finance from an applied perspective through the examination of difficult strategic and operational decisions that exist in the business environment. Students gain hands-on financial management experience as they compile financial statements, analyze and report financial results, and calculate elements of time value of money for single or multiple cash flows.

**Prerequisites**
BS in Accounting
- ACCT 1001 or ACCT 1003 or ACCT 1004S

BS in Business Administration
- ACCT 1001 or ACCT 1003 or ACCT 1004S

All Other Programs
- ACCT 1003 or 1004S

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**FNCE 4101 - Corporate Finance**

(5 cr.)
Managers in all types of corporations must make vital financial decisions on a daily basis, such as choosing between competing investment opportunities, valuing assets, measuring risk and return, financing a firm’s operations, making dividend policy and capital structure decisions, and valuing financial instruments. Students in this course learn the basics of finance and can gain the tools needed to create long- and short-term planning decisions. They collaborate with their peers through a group case study project to gain real-world insight into the corporate finance arena. Students add to their portfolio by completing a project assignment in which they demonstrate concepts learned in the course through a specific contextual application.

**Prerequisites**
- FNCE 3001
Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

FNCE 4102 - Financial Institutions and Markets♦

(5 cr.)
One of the main causes of economic failure in the United States is the assumption of too much financial risk, including overspending and bad investments. The best way to mitigate risk factors is for financial managers to understand the impact of spending on financial markets. In this course, students investigate the implications of these risk factors and examine various aspects of financial markets, including money, bond, mortgage, stock, foreign exchange, and derivative security. Students learn about the operation and regulation of commercial banks, thrift institutions, insurance companies, securities firms, investment banks, finance companies, mutual funds, and pension funds. Through this course, students have the opportunity to gain the skills and knowledge that financial managers use to predict and manage risk and future trends.

Prerequisites
- FNCE 4101

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

FNCE 4103 - International Finance♦

(5 cr.)
To maintain a competitive advantage, organizations must engage in business and financial investing on a global scale and financial managers must understand the challenges, risks, and methods of dealing with firms in the global economy. In this course, students learn about the nuances, concepts, and principles in the field of international finance. Primarily, students engage in assignments focused on international financial markets and the macroeconomics of international financial flows. They examine specific topics, including foreign exchange, international securities markets, and international banking. Through this course, students have the opportunity to acquire the tools needed to make important international financial decisions based on existing financial principles and current factors in the market.

Prerequisites
- FNCE 3001

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

FNCE 4990 - Business Essentials
A background in the basics of business is often a key to making the most of a graduate business or management program. In this foundational course, students can build their business acumen in major functional areas that are essential to business success including business leadership and management, business ethics, the legal environment of business, accounting, finance, economics, quantitative methods and statistics, information systems management, global business, marketing, and strategic management.

**FNCE 6000 - Decision-Making Tools for Today's Financial Professional**

(3 sem. cr.)

Today’s effective finance professionals use a variety of financial management tools as they seek to evaluate alternatives and make sound financial recommendations. Students will gain practical experience of a financial professional's role by using financial modeling tools such as breakeven and cost-volume-profit analysis for model pricing and cost sensitivity; forecasting and cost prediction; variance cost analysis; relevant cost analysis; project valuation; and prioritization using payback, rates of return, and discounted cash flow methods. Students’ increased diagnostic critical-thinking skills will help them to construct effective, ethical, fact-based arguments, which are among the fundamental capabilities required for financial decision-making. Using relevant management articles, case studies, and topic analyses, students also examine how to align business needs with fact-based solutions, how to identify new opportunities, and how to manage and enhance an organization’s competitive position.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**FNCE 6010 - Analysis and Communication for the Financial Professional**

(3 sem. cr.)

An essential skill for nearly all financial professionals is the ability to effectively communicate with the organization to manage internal and external relationships. The importance of communication in finance is emphasized, and students are presented with the opportunity to practice using the tools required for effectual and efficient presentation of information while gaining critical-thinking, reading, and scholarly writing skills. Students explore various written and presentational forms of communication that financial professionals use within organizational and managerial settings. Students examine techniques for developing and presenting white papers, memoranda used to communicate issues and recommendations to management, and financial and nonfinancial information. They learn about concepts in balanced communication coverage and how to adapt to constantly changing modes of communication, including social networking, blogging, and using professional organizations and training programs to their advantage. Through these activities, students gain a better understanding of the roles and responsibilities of the financial professional as well as the ethical methodologies required to maintain a professional obligation to the community and
Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

FNCE 6020 - Legal and Ethical Issues in Accounting and Finance♦

(3 sem. cr.)
In the news, it is too often that we hear about cases of financial fraud and misconduct involving major corporations. It is a social and professional obligation of financial professionals to be concerned and knowledgeable on topics involving legal and ethical issues in accounting and financial reporting. In this course, students learn to appreciate this role and explore the various legal and professional responsibilities of which financial professionals must be aware when developing financial statements and reports. They examine a variety of issues, such as the differences between statute and regulation and between common and statutory law. Students also assess the role of bankruptcy and its impact on business relationships. Through the extensive use of current and seminal case studies, students take a practical approach to examining the best practices of doing business in today's sociopolitical climate from a legal and ethical perspective.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

FNCE 6030 - Managerial Finance♦

(3 sem. cr.)
Today’s companies are challenged to constantly do more with less. Effective managers know how to deploy scarce financial resources in ways to achieve optimum returns on these resources. Students will discover the latest financial tools and analytic methods to strengthen the capital investment decision-making process. Students will use critical-thinking skills to apply and, at times, challenge traditional financial theory, while balancing various stakeholder interests in the financial decision-making process. Students will examine a range of contemporary issues and techniques relevant to sound and ethical financial decision making.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

FNCE 6600 - Managing Operational and Financial Business Risks♦

(3 sem. cr.)
Accountants and business managers must be astute and proactive in managing a business to combat the inevitable threat of operational and financial risks, including those involving credit, market, liquidity, reputation, technology, and legality. In this course, students assess the tools used by accountants and managers in managing these risks. They explore the various processes used to identify, analyze, and assess risks, and they
learn the appropriate use of financial and operational controls to mitigate such risks. Additionally, students examine ways to implement techniques, such as developing a risk control matrix and using the concepts of the Committee of Sponsoring Organizations of the Treadway Commission (COSO) framework to improve an organization’s enterprise risk management.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

FNCE 6610 - Managing Regulatory Compliance♦

(3 sem. cr.)
Regulatory compliance involves the policies and processes that organizations use to ensure that they follow the rules and regulations in place by the firms that control financial activity in a given jurisdiction. In this course, students explore the facets of regulatory compliance, focusing on the role of accounting with respect to corporate governance within an organizational setting. They also focus on how organizations build transparency into their governance and compliance systems. Students review and explore the responsibilities of management in terms of compliance and auditing and explore the complex processes of checks and balances that comprise compliance systems. Students further develop their understanding of regulatory compliance through a review of the Foreign Corrupt Practices Act and the Sarbanes-Oxley Act, in addition to an evaluation of decisions made by the Securities and Exchange Commission and the Public Corporation Accounting Oversight Board.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

FNCE 6630 - Tax Analysis and Decision Making♦

(3 sem. cr.)
Students in this course are provided with an overview of current topics in taxation strategies for individuals and corporations. They learn about the Internal Revenue Service Code on tax differences, including book and tax accounting, inclusions, exclusions, deductions, credits, and tax aspects of property transactions. Students employ a "walk-through" technique through which they gain first-hand experience in the use of tax research services. Students also explore how economic, social, and cultural forces influence tax policy.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

FNCE 6635 - Financial Budgeting and Forecasting Analysis♦

(3 sem. cr.)
Managers are continually faced with the complexities of budgeting and forecasting their
business operations. Complexities include many factors, such as one-time and ongoing expenses; investments; and risk related to investment proposals, time periods, and other financial considerations. Students will explore budgeting and forecasting along with related processes within the organizational context. Students will also review the implications of budgeting and forecasting as well as methods to plan for and prioritize the use of scarce resources, while considering ethical issues related to sustainability.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**FNCE 6640 - Advanced Managerial Finance**

(3 sem. cr.)
The focus of this course is on how students use financial information for internal decision-making purposes. It is designed for the leader who will be using, rather than producing, financial information. Decision making is an art. Good decision makers need to be able to anticipate the alternatives, evaluate the advantages and disadvantages of each, and recognize the tradeoffs inherent in each alternative. Students in this course will approach financial decision making using this framework that also overtly includes rigorous stakeholder analysis and implications. Stakeholder analysis sometimes leads to controversial decision alternatives, but it is this exercise that will develop the students' talents for challenging the traditional and finding the balance between stakeholder expectations and creating opportunity for the organization. The objective of this course is for students to apply finance theory and principles to the analysis of important business problems. Specific topics will include capital budgeting, cost of capital, real options, capital structure, payout policy, and enterprise valuation.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**FNCE 6643 - Applications in Corporate Finance I**

(3 sem. cr.)
Corporate finance managers use a variety of financial management tools when identifying possible alternatives for recommendations on financial management decision-making. Students in this course use the tools of finance to help managers maximize their firm's value. Topics include the time value of money, net present value, internal rate of return, capital budgeting, capital structure, working capital management, multinational concepts, and dividend policy.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**FNCE 6647 - Applications in Corporate Finance II**
(3 sem. cr.)
Students in this course build on what they learned in Corporate Finance I and focus more deeply on contemporary issues and optimal financial decision-making. Students participate with hands-on demonstrations of how to become more skillful in various financial management environments. Topics include valuation, advanced capital budgeting, cost of capital, risk, standard deviation, variance, covariance, capital asset pricing model, and beta. Additional topics include multinational concepts, leasing, option pricing, derivatives, hedging, and other advanced financial applications.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

FNCE 6650 - Insurance Planning

(3 sem. cr.)
Insurance coverage is an important element on ensuring financial security. Students in this course will examine risk management and insurance decisions for financial planning. Topics for this course include insurance for life, health, disability, property, and liability risks, as well as annuities, group insurance, and long-term care.

FNCE 6655 - Investment Theory and Portfolio Management

(3 sem. cr.)
Investments and portfolio management is a combination of different investment assets for the purpose of achieving investor goals while minimizing overall investment risk. Students in this course examine capital markets with an emphasis on securities valuation. Topics covered in this course include fixed-income markets, measuring risk with alphas and betas, asset pricing, portfolio management strategies, equity markets, and derivatives markets.

FNCE 6660 - Derivatives and Risk

(3 sem. cr.)
Derivatives are financial contracts with values that are derived from the behavior of something else, such as interest rates, stock indexes, mortgages, commodities, or even the weather. Students in this course examine the types of market risk managers face in their day-to-day operations and the use of financial derivatives. The students focus on the theory and practice of the valuation of derivative securities such as forward contracts, futures contracts, swaps, and options and how they are used to mitigate risk. They also examine the risks faced by the market's underlying properties of each of these instruments and their use in managing the various risks faced by market participants.

FNCE 6665 - Retirement and Estate Planning
Retirement and estate planning allows not only for individuals to have a successful retirement, but also contribute to the lives of one’s children or grandchildren. Students in this course focus on estate planning and the efficient conservation and transfer of wealth. They explore legal, tax, financial, and nonfinancial aspects of estate planning. Topics also include trusts, wills, probate, advanced directives, charitable giving, wealth transfers, and related taxes.

**FNCE 6685 - Creating Sustainable Solutions Through Systems Thinking**

(3 sem. cr.)

Students in this course explore systems thinking as a process whereby problems are viewed as individual components within a larger system. Students are provided a framework for analyzing relationships within a system and for avoiding the risks associated with viewing problems in isolation. Students will use systems-thinking tools to model single-, double-, and multiple-loop feedback systems, both at the micro and macro levels of analysis. In addition, students will be introduced to scenario building and will examine how the practice of systems thinking lays the foundation for creating sustainable outcomes for organizations and society.

**FNCE 6781 - Information Security Governance**

(3 sem. cr.)

Students in this course cover information security issues in an organizational context, recognizing the increasing stakes in keeping systems safe from tampering and disclosure. Topics include management structures and processes for enterprise information security; information security in the supply chain; legal, regulatory, audit, and policy issues; risk management; and the business case for information security. 

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**FNCE 6900 - CFA Capstone**

(3 sem. cr.)

In this course, students review content from prior Chartered Financial Analyst (CFA) exams on a variety of topics, including ethics and professional standards, corporate finance, financial reporting and analysis, quantitative methods, alternative investments, derivatives, equity investment, and fixed income. Students conduct research, discuss with peers, and analyze the answers to actual CFA exam items to gain a thorough understanding of the format, concepts, and principles on which exam questions are based, gaining confidence and preparedness for taking the CFA exam.

**FNCE 6905 - Financial Planning Capstone**
In this course, students review content based on prior Certified Financial Planner™ (CFP®)* Certification exams on a variety of topics, including financial and insurance planning, investment planning and strategies, income taxes, and retirement planning. Students conduct research, discuss with peers, and analyze the answers to actual CFP® Certification exam items to gain a thorough understanding of the format, concepts, and principles on which exam questions are based, gaining confidence and preparedness for taking the CFP® Certification exam.

* CERTIFIED FINANCIAL PLANNER™ and CFP® are certification marks owned by Certified Financial Planner Board of Standards, Inc. (CFP Board).

FPLB 631L - Pre-Practicum 1

By participating in a Walden Pre-Practicum, students gain skills in their development as scholar-practitioners. Through their Pre-Practicum experiences, students expand their network of peers and faculty members while developing their professional skills and identity. In Pre-Practicum 1, students begin to apply the core skills and techniques introduced in their Techniques course. Students begin to develop the multicultural competencies needed for counseling. Per program requirements, there is a synchronous experience in this course. Students will continue to expand their knowledge of counselor credentialing.

FPLB 632L - Pre-Practicum 2

In Pre-Practicum 2, students continue to develop core skills from Pre-Practicum 1 and integrate advanced skills in their development as scholar-practitioners. Through their Pre-Practicum experiences, students expand their network of peers and faculty members while continuing to develop their professional skills and identity. In Pre-Practicum 2, students begin to develop group leadership skills, integrate counseling theory, and continue to demonstrate cultural competency skills. Students engage in developing their upcoming field experience plan and continue credentialing skills activities.

Prerequisites
For Those in Addiction Counseling; Marriage, Couple, and Family Counseling; and Clinical Mental Health Counseling Programs
- GRPL 6100
- COUN 6250

For Those in School Counseling Program
- GRPL 6100
- COUN 6320
FPSY 2005 - Social Influences on Behavior

It has been said that no person is an island; meaning, in part, that people are influenced by others and by the social situations in which they find themselves. Students in this course focus on the basic concepts and applications of social psychology, includes topics such as attitudes, beliefs, and behavior; stereotyping; prejudice and discrimination; interpersonal relationships; group behavior; and the effect of environmental stress on behavior. Students apply principles learned in case studies and to situations in daily life.

Prerequisites
- PSYC 1001 or PSYC 1002 or PSYC 1003

FPSY 2101 - Introduction to Forensic Psychology♦

(5 cr.)
Students in this course explore a wide range of adult, juvenile, family, and community topics of interest to students, practitioners, and administrators. Topics include the uses of psychological assessments in court, issues of criminal responsibility, criminal profiling, predicting dangerousness, jury processes and decision making, eyewitness testimony, the use of psychological knowledge in prisons, and the psychology of criminal behavior.

Prerequisites
- PSYC 1001

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

FPSY 4102 - The Criminal Mind♦

(5 cr.)
What makes the criminal unique? Criminal justice professionals confront criminal behavior in many forms. Students taking this course explore theories and research that provide cognitive, behavioral, and psychological explanations of criminal behavior. Knowledge of these theories enhances the student’s ability to interact effectively with offenders.

Prerequisites
- CRJS 1001

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

FPSY 4111 - Forensic Interviewing and Investigation♦

(5 cr.)
The basic procedures for interviewing both witnesses and suspects are provided in this
course. Students have the opportunity to learn the difference between accusatory and non-accusatory interview strategies. In addition, effective behavioral observation strategies are identified. Methods for effectively recording information from interviews and observations are covered, and best practices for preparing forensic reports are presented.

Prerequisites
- PSYC 1001
- FPSY 2101 or PSYC 2101

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**FPSY 4112 - Forensic Assessment**

(5 cr.)
This course is designed to provide students with an overview of the basic knowledge and skills required to select appropriate assessment instruments used in the field of forensic psychology with children and adults. Types of assessments include child custody evaluations, juvenile assessment, expert witness assessment, fitness to stand trial, civil commitment assessment, and substance abuse assessment.

Prerequisites
- PSYC 1001
- FPSY 2101 or PSYC 2101

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**FPSY 4920 - Capstone**

(5 cr.)
In this course, students gain the contemporary knowledge needed to apply ethical practice and professional responsibilities while working in the field of forensic psychology. The American Psychological Society’s Ethical Principles of Psychologists and Code of Conduct as well as the American Psychology-Law Society’s Specialty Guidelines for Forensic Psychology are mainstays in this course. Additionally, the various roles and responsibilities of a forensic psychologist are covered.

Prerequisites
- PSYC 1001
- FPSY 2101 or PSYC 2101

*Note: This must be the last class taken.*

**FPSY 5101 - Introduction to Forensic Psychology**
Students in this course are provided with an expansive overview of forensic psychology, including basic tenets, practices, and procedures. Students explore subspecialties of forensic psychology; roles and responsibilities; and related legal, ethical, and diversity issues. They learn how forensic psychology links to the criminal justice system as they explore related topics, including criminal profiling, police psychology, psychology in the criminal courts, and correctional psychology. Through this course, students acquire a broad understanding of forensic psychology theories and concepts, which they apply to the analysis of controversial issues and contemporary challenges within the field.

FPSY 5102 - Intersection of Crime, Psychology, and the Law

Students in this course are provided with an expansive overview of forensic psychology, including basic tenets, practices, and procedures. Students explore subspecialties of forensic psychology; roles and responsibilities; and related legal, ethical, and diversity issues. They have the opportunity to learn how forensic psychology links to legal systems as they explore related topics, including criminal profiling, police psychology, psychology in the criminal courts, and correctional psychology. Through this course, students can acquire a broad understanding of forensic psychology theories and concepts, which they apply to the analysis of controversial issues and contemporary challenges within the fields.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

FPSY 5115 - Understanding Forensic Psychology Research

In this course, students will better understand how to be an astute consumer of forensic psychology research. Basic principles of statistics, such as reliability and validity, are covered. At the same time, emphasis in this course is placed on teaching the student how to read forensic psychology research critically and how best to apply research results to forensic clinical, correctional, court, public policy, and police settings.

FPSY 5125 - Assessment in Forensic Psychology Settings

Professionals in forensic psychology use assessments to gather data from different sources to arrive at conclusions and make decisions involving cases or issues. In this course, students examine assessments in various areas, including violence risk potential, competency to stand trial, insanity, pathology, and child custody. They examine the varied assessment instruments and procedures used in forensic settings with adults and juveniles. They also assess factors impacting assessments and related challenges, such as ethical issues and multicultural considerations. Students are provided with a foundation
in the knowledge of forensic assessment rather than specific skills in administering forensic assessment instruments and interpreting results. Students demonstrate their knowledge as they apply concepts presented in the course to assess a forensic situation case study.

**FPSY 5126 - Understanding Violence, Risk, and Threat Assessment**

(5 cr.)
Students in this course explore the various assessment techniques and instruments used within the forensic psychology arena. Some of the assessment areas covered include risk assessment, juvenile evaluations, child custody evaluations, and capital punishment, as well as the various psychological instruments that are used in these types of evaluations.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**FPSY 5135 - Criminal Behavior**

(5 cr.)
Students in this course are provided with a foundation in historical and contemporary biological, psychological, and sociological theories of criminal behavior. Students consider two important questions in forensic psychology: “Who is a criminal?” and “Is criminal behavior a mental illness?” Students explore theoretical issues that result from attempts to explain criminal behavior in forensic populations. They examine groups of offenders, including mentally disordered offenders, sex offenders, violent offenders, and juvenile offenders. Students apply ethical guidelines and standards to the study and research of criminal behavior. They also use concepts and theories to assess the behavior of criminal offenders in case study scenarios.

**FPSY 5136 - Criminal Behavior**

(5 cr.)
Students in this course are provided with a foundation in historical and contemporary biological, psychological, and sociological theories of criminal behavior. Students consider two important questions in forensic psychology: “Who is a criminal?” and “Is criminal behavior a mental illness?” Students explore theoretical issues that result from attempts to explain criminal behavior in forensic populations. They examine groups of offenders, including mentally disordered offenders, sex offenders, violent offenders, and juvenile offenders. Students apply ethical guidelines and standards to the study and research of criminal behavior. They also use concepts and theories to assess the behavior of criminal offenders in case study scenarios.

**FPSY 5145 - Ethical Issues and Professional Responsibilities in Forensic Psychology**
A fundamental responsibility of forensic psychologists is to provide treatment, assessment, research, and training in an ethical manner. Through this course, students have the opportunity to acquire contemporary knowledge needed to apply ethical practice and professional responsibilities while working as forensic psychologists. Students explore the various roles and responsibilities of forensic psychologists. They examine the American Psychological Association’s Ethical Principles of Psychologists and Code of Conduct as well as the American Psychology-Law Society’s Specialty Guidelines for Forensic Psychology. Students apply these guidelines as well as critical-thinking and scholarly writing skills to describe the ethical dilemmas, professional challenges, and approaches to overcome these issues within a professional forensic psychology role of their choice.

FPSY 5511 - Treatment of Forensic Populations

In this course, students gain the foundational knowledge necessary to evaluate and subsequently treat many different forensic populations, such as sex offenders, substance abusers, and white-collar criminals. Students analyze the use of traditional forms of intervention, including individual and group psychotherapy, as well as recent developments in intervention, such as restorative justice. Applying concepts and theories learned in the course, students develop a project scenario in which they feature an offender and describe treatment approaches as well as related ethical, legal, and multicultural factors that may impact treatment. Reflecting on the course, students also consider and discuss professional identity and goals.

FPSY 5720 - Abnormal Behavior

Understanding the characteristics and causes of atypical thoughts and actions—commonly known in mental health professions as abnormal behavior—is essential in determining accurate diagnoses, answering forensic referral questions, and planning effective treatment programs. In this course, students examine the history and evolution of abnormal psychology and how practitioners use contemporary diagnostic criteria of abnormal behavior in various settings, such as schools, rehabilitation facilities, community agencies, and forensic situations. They examine specific techniques for the diagnosis, assessment, and/or treatment of cognitive, emotional, and developmental disorders, as well as for psychophysiological and psychosocial problems. Using the scholar-practitioner model, students consider environmental and biological factors contributing to behavioral disorders. Students also investigate and discuss current and future trends, legal and ethical issues, and multicultural factors that complicate diagnosis and clinical assessment.

FPSY 6001 - Foundations for Graduate Study
Students in this course are introduced to Walden University and to the requirements for successful participation in an online curriculum. Students work toward building a foundation for academic and professional success as scholar-practitioners and social change agents. They assess the relationship of mission and vision to professional goals, and they develop a program of study, a professional development plan, and strategies for online success. Students also explore resources used throughout the program, such as the online Walden University Library. They engage in course assignments focused on the practical application of professional writing, critical-thinking skills, and the promotion of professional and academic excellence.

FPSY 6002 - Foundations of Graduate Studies in Psychology

Students in this course are introduced to Walden University and to the requirements for successful participation in an online curriculum. Students build a foundation for academic and professional success as social change agents. They assess the relationship of Walden's mission and vision to professional goals. They establish connections with their peers and the broader Walden community. Students engage in course assignments focused on the practical application of scholarly writing, critical-thinking skills, academic integrity, ethics, and the promotion of professional and academic excellence within the field of psychology.

❖ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

FPSY 6100 - Critical Issues in Emergency Management

Students in this course examine the theories and concepts underpinning contemporary emergency management and how to understand the phenomena of natural and human-caused disasters. Students examine the historical context of emergency management, the general process of risk assessment, the emergency management cycle, communications within emergency management and crisis planning, and the general policy and legal framework surrounding the process of emergency management in the United States with a focus on the National Incident Management System (NIMS). Case studies of major catastrophes are used to explore contemporary and practical hazard management. Students can complete the FEMA Emergency Management Institute courses IS-100.b - Introduction to Incident Command System and either IS-800.b - National Response Framework: An Introduction or IS700.a - National Incident Management System as part of this course. Nationally recognized certificates are awarded for successful completion of FEMA courses.

FPSY 6101 - Introduction to Forensic Psychology
Students in this course are provided with an expansive overview of forensic psychology, including basic tenets, practices, and procedures. Students explore subspecialties of forensic psychology; roles and responsibilities; and related legal, ethical, and diversity issues. They learn how forensic psychology links to the criminal justice system as they explore related topics, including criminal profiling, police psychology, psychology in the criminal courts, and correctional psychology. Through this course, students acquire a broad understanding of forensic psychology theories and concepts, which they apply to the analysis of controversial issues and contemporary challenges within the field.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.);1-443-627-7222 (toll)] for more information.

FPSY 6102 - Intersection of Crime, Psychology, and the Law*

(5 cr.)
Students in this course are provided with an expansive overview of forensic psychology, including basic tenets, practices, and procedures. Students explore subspecialties of forensic psychology; roles and responsibilities; and related legal, ethical, and diversity issues. They have the opportunity to learn how forensic psychology links to legal systems as they explore related topics, including criminal profiling, police psychology, psychology in the criminal courts, and correctional psychology. Through this course, students can acquire a broad understanding of forensic psychology theories and concepts, which they apply to the analysis of controversial issues and contemporary challenges within the fields.

Prerequisites
- FPSY 6002

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.);1-443-627-7222 (toll)] for more information.

FPSY 6115 - Understanding Forensic Psychology Research*

(5 cr.)
Forensic psychologists, and others in the field, often rely on psychological research for a variety of functions; for example, to extract empirical data about psychological tests or to determine the efficacy of different interrogation techniques. Through this course, students work toward becoming astute consumers of forensic psychology research, acquiring skills needed to understand and interpret data. Students assess the relevance of research as well as the significance of incorporating ethics into practice. They examine basic principles of statistics, such as reliability and validity. Students also learn how to critically read forensic psychology research and how best to apply research results to forensic situations in clinical, correctional, court, public policy, and police settings.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program.
FPSY 6125 - Assessment in Forensic Psychology Settings

(5 cr.)
Professionals in forensic psychology use assessments to gather data from different sources to arrive at conclusions and make decisions involving cases or issues. In this course, students examine assessments in various areas, including violence risk potential, competency to stand trial, insanity, pathology, and child custody. They examine the varied assessment instruments and procedures used in forensic settings with adults and juveniles. They also assess factors impacting assessments and related challenges, such as ethical issues and multicultural considerations. Students are provided with a foundation in the knowledge of forensic assessment rather than specific skills in administering forensic assessment instruments and interpreting results. Students demonstrate their knowledge as they apply concepts presented in the course to assess a forensic situation case study.

FPSY 6126 - Understanding Violence, Risk, and Threat Assessment

(5 cr.)
Students in this course explore the various assessment techniques and instruments used within the forensic psychology arena. Some of the assessment areas covered include risk assessment, juvenile evaluations, child custody evaluations, and capital punishment, as well as the various psychological instruments that are used in these types of evaluations.

FPSY 6135 - Criminal Behavior♦

(5 cr.)
Students in this course are provided with contemporary views, theories, and case-study analysis of maladaptive and criminal behavior, victimology, and victim-offender relationships. A broad conceptualization of criminal behavior, such as that woven from biological, sociological, and psychological perspectives is explored and evaluated. Theories of crime and the application of risk factors associated with criminal behavior are examined. Additionally, students will be exposed to specific offender groups, both violent and non-violent, including psychopaths, serial and mass murderers, criminal paraphiliacs, arsonists, white-collar thieves, scam artists, domestic terrorists, and others.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

FPSY 6137 - The Nature of Crime and Criminology

(5 cr.)
Students in this course are introduced to contemporary views and theories of maladaptive and criminal behavior. They examine a broad conceptualization of criminal
behavior from an interdisciplinary perspective as well as theories and application of criminal profiling. Students also explore specific views of criminal behavior germane to groups, such as psychopaths, serial offenders, and sexually violent predators. At the end of this course, students will have an understanding of the theories and practices that are the foundations of the field of criminology.

**FPSY 6145 - Ethical Issues and Professional Responsibilities in Forensic Psychology**

(5 cr.)
A fundamental responsibility of forensic psychologists is to provide treatment, assessment, research, and training in an ethical manner. Through this course, students have the opportunity to acquire contemporary knowledge needed to apply ethical practice and professional responsibilities while working as forensic psychologists. Students explore the various roles and responsibilities of forensic psychologists. They examine the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct as well as the American Psychology-Law Society’s Specialty Guidelines for Forensic Psychology. Students apply these guidelines as well as critical-thinking and scholarly-writing skills to describe the ethical dilemmas, professional challenges, and approaches to overcome these issues within a professional forensic psychology role of their choice.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**FPSY 6201 - Psychological Aspects of Violent Crime**

(5 cr.)
Through this course, students explore the nature and extent of the psychological nexus of criminal homicide across various environments to include serial, mass, spree, workplace violence homicide, school shooter homicide, and child abduction homicide. Students will examine the theories and trends of these types of violent crime regarding offender and victim psychological and behavioral characteristics.

**FPSY 6202 - Criminal Investigative Analysis and Profiling**

(5 cr.)
In this course, students take on the role of the criminal investigative analyst/profiler as they delve into a criminal case. They explore a structured process of analyzing case file information from investigative, scientific, and behavioral perspectives utilized in assisting in the investigation and prosecution of violent criminal offenses. Within this process, they learn how to organize and analyze case file material; common profiling concepts relating to the offense, the victim, and the offender; various forms of logic, reasoning, or arguments used in analyses; and how to convey conclusions in a written report.
FPSY 6203 - Victimology

(5 cr.)
What is the relationship between victims and those who commit crimes against them, and how does the criminal justice system protect and respond to victims of crime? In this course, students have the opportunity to answer such questions through a comprehensive assessment of victimology, a relatively new discipline in the field of criminal justice. Students examine victim patterns and tendencies and learn how victims interact with the police and the legal system. They also examine how factors of class, race, and sexual orientation affect the perception of the victim by different constituents, including the public, the court system, and the media. Students assess and discuss the concept of primary and secondary victims and gain practical insight on a range of services and resources available to all types of victims.

FPSY 6204 - Sex Offender Behavior and Treatment

(5 cr.)
In this course, students explore the traits and behaviors of both deviant and criminal sex offenders. Legal issues raised in both criminal and civil cases that involve sex offenses will be discussed. Students analyze the empirical evidence behind various assessment tools and treatment plans for sex offenders. They evaluate the risk for future sexual offense behavior and whether the protection of society outweighs the loss of civil liberty experienced by civil commitment for sex offenders.

FPSY 6205 - Psychological Aspect of Cyber Crimes

(5 cr.)
In this course, students review the psychobehavioral factors of criminals who engage in criminal activities using digital social media and other online resources. Students analyze the types and trends of both domestic and global cyber crime. In addition, students will examine characteristics of cyber perpetrators and cyber victims. Students are also provided a foundational understanding of the origins and consequences of human trafficking; sexual exploitation of children from psychological, social, and legal perspectives; and how technology facilitates these types of crimes. Students in this course examine the best practices in preventing and responding to cyber crimes.

FPSY 6206 - Family Violence

(5 cr.)
In this course, students review the victims and the perpetrators of crimes involving intimate partner violence, child maltreatment and abuse, and elderly abuse. Students in this course focus on addressing the growing literature related to the psychological damage caused by these traumatic events, including the role of mental illness and how it impacts issues involving the criminal, civil, family, and juvenile law areas.
FPSY 6215 - Controversies in Criminal Justice

(5 cr.)
Justice is at the heart of the U.S. democratic system, yet opposing viewpoints surrounding and within the system often muddle interpretations of the law and the development of policies to promote and enforce justice. In this course, students examine events that have significantly changed how the legal system interprets the U.S. Constitution, the U.S. Code, and the U.S. Patriot Act, for example, the terrorist acts of September 11, 2001. They learn how social and historical changes have shifted perspectives and sparked debates on expanding the rights of government versus safeguarding personal civil rights and civil liberties. Through discussion with peers, assessment of contemporary articles, and examination of Supreme Court cases, students have the opportunity to reflect on and potentially broaden their own opinions and perspectives on current criminal justice affairs in regard to issues of law enforcement, public perception, policy development, and ethics.

FPSY 6217 - Technological Solutions and 21st Century Crime

(5 cr.)
In consideration of modern technological innovation and the spread of knowledge through digital means, the relationship between technology and criminal activity is increasing. In this course, students explore this relationship and gain a comprehensive view of cyber crime, including current trends. They learn how law enforcement agencies use technology to track and apprehend criminals. Through real-world scenarios, students examine legal responses to cyber crime and learn different approaches and techniques for solving cyber crimes and handling related challenges. Students also have the opportunity to gain a comprehensive understanding of building cases and prosecuting crimes through practical exercises in identification, data mining, and the protection and gathering of evidence.

FPSY 6220 - Sex Offender Behavior

(5 cr.)
This course is designed to provide an oversight of sex-offending behavior. Legal issues raised in both criminal and civil cases that involve sex offending will be discussed, as will psychological interventions that have been determined according to empirical evidence in helping reduce sex-offending behavior. Students will be expected to learn about the sex-offender assessment tools used by psychologists to conduct legal and psychological research.

FPSY 6245 - Social Psychology♦

(5 cr.)
In this course, students use the lens of social psychology to examine both social
cognitions and social behavior—nearly all phenomena that pertain to the individual in society. Students explore the topics of perceptions, attitudes, relationships and attraction, the motivation to help others, prejudice and aggression, conformity and obedience, group behavior, and the influence of culture, and they consider how knowledge of these topics can be used to effect positive social change. The application of what students learn in this course culminates in a final project in which they develop a plan for using social psychology research to address a significant social problem. Moreover, their learning in this course will extend to their personal and professional lives and truly enable students to effect positive social change as scholar-practitioners committed to doing so.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**FPSY 6300 - Disaster Response and Recovery**

(5 cr.)
A major concern of disaster response professionals is meeting basic and humanitarian needs of disaster-affected populations. In this course, students explore a range of issues, including evacuation, relocation, and tactical and strategic decisions in the immediate aftermath of an emergency episode. Students study important federal policies related to disaster response and recovery, including the National Response Framework (NRF), and they can gain an understanding of how local, state, and federal policies mesh in response and recovery efforts. Through their exploration, they study how recovery begins once the immediate threat of the emergency wanes and the focus shifts to restoring disaster-affected areas. As part of this course, students complete the FEMA Emergency Management Institute course IS208.a: State Disaster Management.

**FPSY 6314 - Program Evaluation**

(5 cr.)
The skills required to assess research and work effectively with stakeholders are among the many proficiencies required of professionals who evaluate and develop programs. In this course, students examine these skill sets as well as the history, theory, and major approaches underlying program evaluation. Students learn how to select appropriate quantitative and/or qualitative models and techniques to perform evaluations, demonstrate program effectiveness, and disseminate results. Additionally, students explore the procedures and techniques involved in offering their evaluation services to a specific group or organization. They also examine strategies to gain stakeholder interest in developing appropriate standards, research progress, and evaluation outcomes. Students acquire practical experience evaluating a program of interest through which they outline organizational structure, identify stakeholders, employ evaluation models, explain steps in planning, and predict possible challenges or stakeholder fears, for which they recommend solutions.

Prerequisites
• FSY 6305

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

FSY 6333 - Vicarious Trauma and Compassion Fatigue

(5 cr.)
Through this course, students gain an understanding and awareness of vicarious trauma and compassion fatigue for trauma-response-helping professionals. They examine intervention strategies and models of treatment and prevention of vicarious trauma and compassion fatigue through the lens of counselor educators, supervisors, and clinicians. Applying course concepts, students gain hands-on practice conducting a needs assessment and examining the use of standardized instruments. They also propose social change recommendations related to vicarious trauma and compassion fatigue to promote informed and competent trauma-response-helping professionals. Students engage in course assignments that emphasize the ethical, legal, multicultural, and spiritual implications for wellness and self-care, including personal, professional, and organizational elements. As a final project, students interview a trauma-response-helping professional and develop an organizational wellness plan for their setting.

FSY 6393 - Capstone

(5 cr.)
Students are provided with the opportunity to synthesize knowledge and skills acquired throughout their program into a practical project designed to promote positive social change in a capstone project. During this course, students work on a capstone project in which they complete a major integrative paper on a topic related to their specialization, incorporating theoretical and practical knowledge as well as social scientific research skills acquired throughout the program. The instructor may approve other capstone projects presented by students.
Prerequisites
• All prior coursework

FSY 6401 - Trauma, Crisis, and Stress with Military Personnel

(5 cr.)
The specific focus of this course is on combat trauma, crisis, and stress experiences and responses of military personnel—both wartime and post-war. Students develop an understanding of the short-term and long-term impact of post-traumatic stress and vicarious trauma. In addition to focusing on how combat and wartime experiences impact individual military personnel, students also explore the effects on families. As a
result, students will be better prepared to provide services and mental health support to military personnel dealing with trauma, crisis, and stress.

**FPSY 6404 - Military Culture**

(5 cr.)
This course is designed to provide students with an understanding of military culture. The focus of this course is on understanding the world of work for military personnel; the sociocultural identity development of military personnel; the experience of military families; support for military personnel and their families; and socioeconomic and other lifestyle challenges for military personnel. As a result of this course, students will be more informed about the mental health and social support needs of these populations.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**FPSY 6510 - Special Populations**

(5 cr.)
Students in this course are provided with an in-depth analysis of the treatment of women and people of color as professionals, litigants, victims, and offenders in the criminal justice system. Students examine the systemic outcomes of the intersections of race, class, sexual orientation, and gender for these groups as they relate to social justice and social inequality. Through critical examination of readings and data analysis, students learn about the complexity of the historical relationship between these groups and the U.S. criminal justice system and broader social context.

**FPSY 6511 - Treatment of Forensic Populations**

(5 cr.)
In this course, students gain the foundational knowledge necessary to evaluate and subsequently treat many different forensic populations, such as sex offenders, substance abusers, and white-collar criminals. Students analyze the use of traditional forms of intervention, including individual and group psychotherapy, as well as recent developments in intervention, such as restorative justice. Applying concepts and theories learned in the course, students develop a project scenario in which they feature an offender and describe treatment approaches as well as related ethical, legal, and multicultural factors that may impact treatment. Reflecting on the course, students also consider and discuss professional identity and goals.

**FPSY 6512 - Juvenile Justice, Delinquency, and Development**

(5 cr.)
In this course, students focus on the various aspects of the juvenile justice system and the population that it serves. As such, the course provides students with an overview of
development theories, such as biological, cognitive, social-emotional, and social. Students apply these theories to cases of juvenile delinquency to determine appropriate prevention, treatment, and intervention strategies. They examine juvenile justice codes, case law, and effective methods for reporting offenses. Students also explore the changing landscape of the juvenile justice field based on current research of its population. Using theories presented in the course, students develop a delinquency-prevention or treatment program for their community, focusing on the underlying goal of social justice and change.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

FPSY 6520 - Psychology in the Courts♦

(5 cr.)
Forensic psychology professionals play a vital role in the court system, providing consultation, expert testimony, and recommendations for treatment. In this course, students have the opportunity to acquire the knowledge and skills used by forensic psychology professionals working in the courts. Students examine major roles of psychology professionals, their responsibilities, and required proficiencies, such as oral and written communication skills. Through application-based exercises, students engage in practical exercises, such as in writing reports, planning evaluations, and preparing witnesses for testimony. Students also consider contemporary challenges, ethical and legal issues, and the impact of technology on courts in the United States.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

FPSY 6521 - Police Psychology♦

(5 cr.)
Students in this course learn about the various roles and responsibilities of forensic psychology professionals working with and in police departments, the structures and organizations in which they work, and the skills needed to perform daily functions, such as counseling and supporting police. Students analyze and discuss common issues and challenges, including crisis situations, psychological risks of police work, and stress management. They also explore less common roles of psychology professionals working with police, such as training in hostage negotiations and the selection of special officers (SWAT, snipers, and tactical commanders). Engaging in assignments designed to provide application of content, students gain practical insight on a variety of topics, such as diversity issues and training, community impact, and forensic psychology operations.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

FPSY 6522 - Forensic Psychology in the Legal System
In this course, students explore the major roles that a forensic psychology professional could have within the court system. Issues such as consultation with attorneys, case conceptualization based on psychology, jury selection, eyewitness testimony, witness preparation, and expert testimony will be covered. Additionally, practical skills such as testifying in court during both direct and cross examination will be addressed.

FPSY 6530 - Forensic Applications in Community Settings

Professionals must devote considerable attention to forensic psychology perspectives and approaches to address issues such as the overpopulation of prisons; decrease in healthcare availability; and cases in which courts remand treatment in community settings. Students in this course examine forensic psychology theories and perspectives, and then they apply these concepts to various community settings. They engage in practical assignments and topical readings that focus on working with offenders upon re-entry to the community and offenders who receive nonincarceration community placements. In addition, students explore less-common applications, such as restorative justice and community crime prevention. They also analyze the impact of personal perspectives and setting on the application of forensic psychology.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

FPSY 6701 - Culture and Psychology

Students in this course explore the cultural components, research, and theory of cross-cultural psychology. In addition to the previously listed goals, students focus on the impact that culture has on the field of psychology around the world. The scope of this course is broad, with the core theme being cross-cultural psychology (focusing on cultures representing different parts of the world) and comparing cultural influence on human psychology. Many of the topics addressed are related to human development. Additionally, interactions among culture and social behaviors, health, mental health, and mental illnesses are emphasized throughout the duration of this course.

FPSY 6720 - Abnormal Behavior

Understanding the characteristics and causes of atypical thoughts and actions—commonly known in mental health professions as abnormal behavior—is essential in determining accurate diagnoses, answering forensic referral questions, and planning effective treatment programs. In this course, students examine the history and evolution of abnormal psychology and how practitioners use contemporary diagnostic criteria of abnormal behavior in various settings, such as schools, rehabilitation facilities,
community agencies, and forensic situations. They examine specific techniques for the
diagnosis, assessment, and/or treatment of cognitive, emotional, and developmental
disorders, as well as for psychophysiological and psychosocial problems. Using the
scholar-practitioner model, students consider environmental and biological factors
contributing to behavioral disorders. Students also investigate and discuss current and
future trends, legal and ethical issues, and multicultural factors that complicate diagnosis
and clinical assessment.

Students may take this as a non-degree course, which means they do not have to be enrolled in a
program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more
information.

FPSY 6723 - Multicultural Counseling♦

(5 cr.)
Students are provided with the opportunity to increase their knowledge of multicultural
counseling and the delivery of psychological services as well as related skills needed in
professional practice. Students explore diversity and identity issues and discuss their
impact on the therapeutic relationship. They examine the application of traditional
theoretical orientations and current multicultural theories to culturally diverse groups.
Through a variety of assignments designed to provide practical application of content,
students also investigate counseling concepts related to race and ethnicity, sex and
gender, sexual orientation, social class, age, and ability.
Prerequisites
- Counseling Residency I

Students may take this as a non-degree course, which means they do not have to be enrolled in a
program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more
information.

FPSY 6728 - Substance Abuse Counseling♦

(5 cr.)
The impact of substance abuse on the lives of people with addictions, and the lives of
their families, makes for a highly complex and challenging area of mental health
counseling. Counselors working with these individuals must possess a comprehensive
understanding of the background, controversies, and current approaches in regard to
the treatment of substance abuse. In this course, students examine psychological aspects
of addictions involving alcohol, prescription medications, and illegal substances. They
also examine current research in the field of dependency and addiction. Students engage
in a variety of conceptual and application-based assignments on diagnosing patients,
choosing among models of treatment, planning treatment, using group and family
treatment plans, and ensuring treatment efficacy. They also consider strategies to
promote change, including the trans-theoretical model of behavior change.

Students may take this as a non-degree course, which means they do not have to be enrolled in a
program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more
information.
FPSY 6740 - Disaster, Crisis, and Trauma

(5 cr.)
There is no shortage of natural and human-made disasters, such as war, violence, genocide, and terrorist activities. Individuals and communities impacted by such disasters often need assistance from professionals who understand the social, cultural, and psychological complexities of crisis and trauma. Students in this course investigate how these incidents impact the psychology of individuals and groups. They assess traditional and current literature and complete practical exercises to learn about theories of trauma; actions and behaviors following a disaster; stress, coping, and adjustment difficulties; psychological disorders (e.g., post-traumatic stress disorder); and available resources to deal with trauma. Considering the various ways crisis professionals can promote positive social change, students devote special attention to the importance and development of culturally appropriate, service-delivery programs and interventions for individuals affected and traumatized by disasters.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

FPSY 6741 - Psychology of Terrorism

(5 cr.)
Many sources define terrorism as a type of psychological warfare, as it induces fear and feelings of vulnerability. Therefore, professionals need to understand all aspects of terrorism to help prevent further terroristic acts and respond to victims who have been affected psychologically. Students in this course explore terrorism from a psychological perspective. They examine types of terrorism; contributing factors related to the development of terrorists and terrorist organizations; counterterrorism agencies and laws; the impact of terrorist events on individuals, families, and communities; prevention, intervention, and postvention with survivors; media coverage of terrorist events; human rights and ethical issues; and future trends related to the psychology of terrorism. Students also examine the threat of terrorism in their own community and evaluate the potential impact. Using concepts presented in the course, they consider applications for preventative measures as well as strategies to promote resiliency among individual and families who may become victims of terrorism.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

FPSY 6742 - Conflict, Conflict Resolution, and Peace

(5 cr.)
Through this course, students engage in a study of conflict, conflict resolution, and peace from psychological and social psychological perspectives. Students examine the concept of conflict and methods of addressing it, including management, resolution, and
transformation; theories related to conflict resolution; approaches to conflict resolution, including negotiation and third-party interventions; and social psychological factors that influence conflict and conflict resolution. They also consider the influence of culture in conflict and conflict resolution; the role of ethics; intractable and international conflicts; the concept of peace; and how third-party approaches can contribute to the peace process. Students apply conflict resolution approaches to conflicts at all levels, from interpersonal to those involving whole nations.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

FPSY 6748 - Stress and Coping

(5 cr.)
Students in this course examine contemporary theories on the perception of stress, appraisal of stressors, ways of coping, and the psychophysiological mechanisms involved in the stress response. They explore topical issues, including psychoneuroimmunology, behavioral nutrition, psychophysiology, traumatic stress, chronic pain, and stress-related psychophysiological and medical disorders as they relate to stress and coping. Students engage in discussions designed to provide practical application of course content. Demonstrating breadth and depth of knowledge and critical-thinking skills, students explore a topic of interest through a final research proposal and paper on a current issue related to course concepts.
Prerequisites
  - PSYC 6225

FPSY 6771 - Terrorism: A Systemic Approach for Emergency Preparedness

(5 cr.)
Terrorism continues to be a constant threat to the American public, which leads to facilitating the need for accurate information, organized resources, and established approaches to respond to emergencies and keep the public informed. Students in this course examine terrorism and related public policy on a local, national, and international level. They also assess the need and function of systemic approaches for emergency preparedness. Students explore and discuss topical issues, such as terrorism and public health, bioterrorism, biosecurity, cyberterrorism, risk assessment, implications for public health, and components of a systemic preparedness infrastructure. Using analytic skills and tools, students assess recommendations that policymakers use in decisions to prevent or respond to terrorism. They also gain hands-on experience initiating the development and/or analysis of a terrorism-preparedness infrastructure.

FPSY 6785 - Prevention: Research and Practice
In this course, students prepare for their roles as counselors in areas of prevention, intervention, and consultation with specific populations in different settings. Students assess these three areas of mental health counseling, including the relationships among them, methodological applications, and related ethical and legal considerations. They also discuss a variety of topics with their peers, such as applications for social change, needs of specific populations, iatrogenic harm, professional approaches and challenges, program evaluation, and future trends. Using an action-research model, students develop a blueprint for a project to address a contemporary mental health issue through the context of prevention, intervention, or consultation.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**FPSY 6810 - Community Psychology**

(5 cr.)
Through collaborative research and action, community psychologists work to enhance the well-being of individuals and community by understanding how communities function on many different levels. Students in this course explore the fundamental concepts and practice of community psychology. They examine guiding values and assumptions of the field, basic ecological concepts, and models of intervention. Evaluating traditional and topical research, students explore diversity in community psychology, strategies for social change, primary and secondary prevention, community mental health, empowerment, stress, and resiliency. They also have the opportunity to assess and discuss their personal and professional experiences, values, and cultural background and consider how these factors are likely to influence their work as community psychologists.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**FPSY 6812 - Contemporary Cases and Issues in the Courts**

(5 cr.)
Major issues in the Supreme Court have an impact on public policy at the state and local levels. Students taking this course examine major past and current U.S. Supreme Court decisions and explore how these decisions affect public policy. Topics include individual rights, property rights, administrative law, immigration law, and foreign policy. Students apply legal research and verdicts to case studies and current issues.

**FPSY 6813 - Fundamentals of Law and Public Policy**

(5 cr.)
Legal decisions and the law have an impact on the creation of public policy. Students in this course explore the relationship between laws and public policy and the impact
court decisions have on policy and policy leaders. Topics include legal concepts and terminology, legal jurisdictions, case law, seminal cases, and the Supreme Court's roles and procedures. Students apply fundamental legal concepts and principles to case studies and contemporary problems.

**FPSY 6830 - Current Issues in Homeland Security**

(5 cr.)
Since its inception, the Department of Homeland Security has profoundly impacted public policy and administration. Students in this course examine homeland security history, concepts, policies, and strategies of prevention and response. Topics include ethical issues, telecommunications, technology, threat assessment, contingency planning, and risk management. Students apply fundamental concepts and principles of homeland security to case studies and current issues.

**FPSY 6910 - Legal Issues and Social Change in Forensic Psychology**

(5 cr.)
Students in this course critically examine the effects of recent legislation, case law, and national policies on social change and on consultation and research in forensic psychology. Students will have opportunities to explore and discuss contemporary and controversial issues such as the ethics of civil commitment, the death penalty, police use of force, investigative practices to curtail terrorism, hate crimes, and transfer of juveniles to adult criminal court. They can investigate how related legal issues affect forensic psychology and society in general. They will analyze ethical issues that often arise for forensic psychology professionals who are working in these areas.

**FPSY 6912 - Mental Health Law**

(5 cr.)
Mental health counseling professionals in all areas, especially criminal forensic psychological practice, may encounter various conflicts regarding psychological and legal approaches to treatment. Therefore, it is important for counselors to have a firm understanding of mental health law to avoid conflicts, such as issues of liability and malpractice. Students in this course are provided with the opportunity to examine several different aspects of the law related to mental health issues, including those constituting forensic psychological practice, such as civil matters (personal injury and civil competency issues) and criminal matters (competency to stand trial, criminal responsibility, diminished capacity, and death-penalty issues). Students employ recent court decisions and laws, such as the Tarasoff ruling, mandated reporting, and the Health Insurance Portability and Accountability Act (HIPAA), to examine how mental health law influences the practice of psychology and mental health counseling.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
FPSY 6915 - Field Experience

(5 cr.)
Students engage in a 12-week practical field experience at a site specific to students' degree program and their anticipated employment setting or service population. Students work 60 hours on site, interact with peers, and share their experiences and perspectives. Gaining hands-on, practical experience, they apply concepts and theories learned throughout the program to the responsibilities encountered in their field experience setting.

FPSY 8002 - Foundations of Graduate Study in Psychology

(3 cr.)
Students in this course are introduced to Walden University and to the requirements for successful participation in an online curriculum. Students build a foundation for academic and professional success as social change agents. They assess the relationship of Walden's mission and vision to professional goals. They establish connections with their peers and the broader Walden community. Students engage in course assignments focused on the practical application of scholarly writing, critical-thinking skills, academic integrity, ethics, and the promotion of professional and academic excellence within the field of psychology.

FPSY 8100 - Critical Issues in Emergency Management

(5 cr.)
Students in this course examine the theories and concepts underpinning contemporary emergency management and how to understand the phenomena of natural and human-caused disasters. Students examine the historical context of emergency management, the general process of risk assessment, the emergency management cycle, communications within emergency management and crisis planning, and the general policy and legal framework surrounding the process of emergency management in the United States with a focus on the National Incident Management System (NIMS.). Case studies of major catastrophes are used to explore contemporary and practical hazard management. Students can complete the FEMA Emergency Management Institute courses IS-100.b - Introduction to Incident Command System and either IS-800.b - National Response Framework: An Introduction or IS700.a - National Incident Management System as part of this course. Nationally recognized certificates are awarded for successful completion of FEMA courses.

FPSY 8101 - Introduction to Forensic Psychology

(5 cr.)
Students in this course are provided with an expansive overview of forensic psychology, including basic tenets, practices, and procedures. Students explore subspecialties of
forensic psychology; roles and responsibilities; and related legal, ethical, and diversity issues. They learn how forensic psychology links to the criminal justice system as they explore related topics, including criminal profiling, police psychology, psychology in the criminal courts, and correctional psychology. Through this course, students acquire a broad understanding of forensic psychology theories and concepts, which they apply to the analysis of controversial issues and contemporary challenges within the field.

**FPSY 8102 - Intersection of Crime, Psychology, and the Law**

(5 cr.)
Students in this course are provided with an expansive overview of forensic psychology, including basic tenets, practices, and procedures. Students explore subspecialties of forensic psychology; roles and responsibilities; and related legal, ethical, and diversity issues. They have the opportunity to learn how forensic psychology links to legal systems as they explore related topics, including criminal profiling, police psychology, psychology in the criminal courts, and correctional psychology. Through this course, students can acquire a broad understanding of forensic psychology theories and concepts, which they apply to the analysis of controversial issues and contemporary challenges within the fields.

**FPSY 8115 - Writing a Quality Prospectus in Psychology**

(5 cr.)
This five-credit course is focused specifically on the process of writing the doctoral study prospectus. Students will use their preliminary research plan, developed previously, and develop a problem statement, to be used in the doctoral study. They further refine the problem statement and carry out the planning and the library research that will bring them to the formulation of a doctoral study prospectus. The prospectus is a brief paper, typically 15–20 pages in length, that lays out the background for the problem statement, the problem statement itself, a survey of the relevant literature (typically 25–75 references), and a research, implementation, and evaluation plan for the solution of the problem.

**FPSY 8116 - Understanding Forensic Psychology Research**

(5 cr.)
Forensic psychologists, and others in the field, often rely on psychological research for a variety of functions; for example, to extract empirical data about psychological tests or to determine the efficacy of different interrogation techniques. Through this course, students work toward becoming astute consumers of forensic psychology research, acquiring skills needed to understand and interpret data. Students assess the relevance of research as well as the significance of incorporating ethics into practice. They examine basic principles of statistics, such as reliability and validity. Students also learn how to critically read forensic psychology research and how best to apply research
results to forensic situations in clinical, correctional, court, public policy, and police settings.

**FPSY 8126 - Understanding Violence, Risk, and Threat Assessment**

(5 cr.)

Students in this course explore the various assessment techniques and instruments used within the forensic psychology arena. Some of the assessment areas covered include risk assessment, juvenile evaluations, child custody evaluations, and capital punishment, as well as the various psychological instruments that are used in these types of evaluations. Students are provided a solid foundation of the knowledge of forensic psychology techniques and assessment rather than specific skills in administering and interpreting psychological tests.

**FPSY 8135 - Criminal Behavior**

(5 cr.)

Students in this course are provided with contemporary views, theories, and case-study analysis of maladaptive and criminal behavior, victimology, and victim-offender relationships. A broad conceptualization of criminal behavior, such as that woven from biological, sociological, and psychological perspectives, is explored and evaluated. Theories of crime and the application of risk factors associated with criminal behavior are examined. Additionally, students will be exposed to specific offender groups, both violent and nonviolent, including psychopaths, serial and mass murderers, criminal paraphiliacs, arsonists, white-collar thieves, scam artists, domestic terrorists, and others.

**FPSY 8171 - Theories and Frameworks for Adult Learning♦**

(5 cr.)

To understand adult learning, one must ask and answer complex questions: Who is the adult learner? What is the social context of learning? What motivates adult learners? In this course, education professionals explore the theories and frameworks that inform the field of adult learning today. They identify, compare, and contrast foundational and emerging perspectives on adult learning with the aim of transforming theory into practice. They engage in an integrative course project through which they synthesize and apply various theories to real-world situations, including their own development; summarize how the idea of wisdom impacts their experiences as adult learners; interview an adult learner; and assess various perspectives in regard to educating diverse learners.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**FPSY 8177 - Using Technology to Enhance Adult Learning♦**
Emerging technologies are rapidly altering the field of adult education today. Innovative technologies are removing traditional boundaries to learning and encouraging a global perspective on school, work, and communications. New developments in software, multimedia applications, Internet technologies, and mobile computing are transforming the educational landscape and empowering learners around the world. Educators and students leverage these advances to enhance the learning process and improve outcomes in today’s digital information society.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

FPSY 8185 - Writing a Quality Prospectus in Psychology

This five-credit course is focused specifically on the process of writing the doctoral study prospectus. Students will use their preliminary research plan, developed previously, and develop a problem statement, to be used in the doctoral study. They further refine the problem statement and carry out the planning and the library research that will bring them to the formulation of a doctoral study prospectus. The prospectus is a brief paper, typically 15–20 pages in length, that lays out the background for the problem statement, the problem statement itself, a survey of the relevant literature (typically 25–75 references), and a research, implementation, and evaluation plan for the solution of the problem.

Prerequisites
PhD in Forensic Psychology Students Entering With a BS Degree
- FPSY 8700
- RSCH 8260
- RSCH 8360

PhD in Forensic Psychology Students Entering With an MS Degree
- FPSY 8700
- RSCH 8260
- RSCH 8360
- FPSY 8412

FPSY 8200 - Risk Assessment, Preparedness, and Hazard Mitigation

Risk assessment and mitigation are key components to effective emergency management and all-hazard planning and response. Students in this course focus on the methods and techniques required to assess an organization or government’s risk associated with the protection of human life and capital assets. They study ways to evaluate the social vulnerabilities to disaster and the special needs of at-risk populations, and they explore...
methods to reduce vulnerabilities and build capacity through structural and nonstructural mitigation. Additionally, students complete the FEMA Emergency Management Institute course IS-393.a: Introduction to Hazard Mitigation as part of this course.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**FPSY 8201 - Psychological Aspects of Violent Crime**

(5 cr.)
Through this course, students explore the nature and extent of the psychological nexus of criminal homicide across various environments to include serial, mass, spree, workplace violence homicide, school shooter homicide, and child abduction homicide. Students will examine the theories and trends of these types of violent crime regarding offender and victim psychological and behavioral characteristics.

**FPSY 8202 - Criminal Investigative Analysis and Profiling**

(5 cr.)
Law enforcement officials characterize serial murder among one of the most abhorrent of all criminal behaviors. In this course, students examine the interest in serial and mass murder in popular culture and explore typologies and theories of criminal behavior. They assess and discuss the history and evolution of profiling; roles, goals, and responsibilities of profilers; the use of profiling in criminal investigations; and populations victimized by serial and mass murderers. Students also apply typologies and criminal theories to real-world case scenarios. This course is designed to provide an overview of theory and research in the core areas of forensic psychology, as it pertains to the interdisciplinary behavioral science that provides psychological profiling and assessments of political leaders and individuals in a variety of situations.

**FPSY 8203 - Victimology**

(5 cr.)
What is the relationship between victims and those who commit crimes against them, and how does the criminal justice system protect and respond to victims of crime? In this course, students have the opportunity to answer such questions through a comprehensive assessment of victimology, a relatively new discipline in the field of criminal justice. Students examine victim patterns and tendencies and learn how victims interact with the police and the legal system. They also examine how factors of class, race, and sexual orientation affect the perception of the victim by different constituents, including the public, the court system, and the media. Students assess and discuss the concept of primary and secondary victims and gain practical insight on a range of services and resources available to all types of victims.
FPSY 8204 - Sex Offender Behavior and Treatment

(5 cr.)
This course is designed to provide an oversight of sex-offending behavior. Legal issues raised in both criminal and civil cases that involve sex offenses will be discussed. Psychological interventions have been determined to have empirical evidence in helping to reduce sex-offending behavior. Students will be expected to learn about the sex-offender assessment tools used by psychologists to conduct legal and psychological research.

FPSY 8205 - Psychological Aspect of Cyber Crimes

(5 cr.)
In this course, students review the psychobehavioral factors of criminals who engage in criminal activities using digital social media and other online resources. Students analyze the types and trends of both domestic and global cyber crime. In addition, students will examine characteristics of cyber perpetrators and cyber victims. Students are also provided a foundational understanding of the origins and consequences of human trafficking; sexual exploitation of children from psychological, social, and legal perspectives; and how technology facilitates these types of crimes. Lastly, the students in this course examine the best practices in preventing and responding to cyber crimes.

FPSY 8206 - Family Violence

(5 cr.)
In this course, students review the victims and the perpetrators of crimes involving intimate partner violence, child maltreatment and abuse, and elder abuse. Students address the growing literature related to the psychological damage caused by these traumatic events, including the role of mental illness and how it impacts issues involving the criminal, civil, family, and juvenile law areas.

FPSY 8214 - Consulting for Organizational Change

(5 cr.)
Organizational and professional development (OPD) professionals promote and implement organizational change by using fundamental techniques of change management. Students in this course examine and apply these tools, including consulting competencies, approaches, and organizational change models to learn the skills of an OPD consultant. Students explore methods for accelerating individual, group, and organizational performance through consulting, coaching, and change management. They also explore related topics, such as organizational assessment; team development; strategic planning; group dynamics; power, politics, and influence; leadership; and conflict management. Students apply course concepts to the assessment of an organization and the development of strategies to address identified needs for change.
FPSY 8215 - Controversies in Criminal Justice

(5 cr.)
Justice is at the heart of the U.S. democratic system, yet opposing viewpoints surrounding and within the system often muddle interpretations of the law and the development of policies to promote and enforce justice. In this course, students examine events that have significantly changed how the legal system interprets the U.S. Constitution, the U.S. Code, and the U.S. Patriot Act, for example, the terrorist acts of September 11, 2001. They learn how social and historical changes have shifted perspectives and sparked debates on expanding the rights of government versus safeguarding personal civil rights and civil liberties. Through discussion with peers, assessment of contemporary articles, and examination of Supreme Course cases, students have the opportunity to reflect on and potentially broaden their own opinions and perspectives on current criminal justice affairs in regard to issues of law enforcement, public perception, policy development, and ethics.

FPSY 8217 - Technological Solutions and 21st-Century Crime♦

(5 cr.)
In consideration of modern technological innovation and the spread of knowledge through digital means, the relationship between technology and criminal activity is increasing. In this course, students explore this relationship and gain a comprehensive view of cyber crime, including current trends. They learn how law enforcement agencies use technology to track and apprehend criminals. Through real-world scenarios, students examine legal responses to cyber crime and learn different approaches and techniques for solving cyber crimes and handling related challenges. Students also have the opportunity to gain a comprehensive understanding of building cases and prosecuting crimes through practical exercises in identification, data mining, and the protection and gathering of evidence.

♦Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

FPSY 8245 - Family Violence

(5 cr.)
In this course, students review the victims and the perpetrators of crimes involving intimate partner violence, child maltreatment and abuse, and elder abuse. Students address the growing literature related to the psychological damage caused by these traumatic events, including the role of mental illness and how it impacts issues involving the criminal, civil, family, and juvenile law areas.

FPSY 8247 - Social Psychology♦
Factors of cognitions and social behavior are at the root of nearly all experiences pertaining to individuals in society. In this course, students use the lens of social psychology to examine perceptions, attitudes, relationships and attraction, motivation to help others, prejudice and aggression, conformity and obedience, group behavior, and the influence of culture. Students apply knowledge and skills gained in the course to a final project in which they develop a plan for using social psychology research to address a significant social problem. Moreover, students consider ways to extend lessons learned to their personal and professional lives to effect positive social change as scholar-practitioners.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist 1-866-492-5336 (U.S.); 1-443-627-7222 (toll) for more information.

FPSY 8252 - Themes and Theories of Psychology

In this course, students are introduced to theories, research, and themes that form the tenets of psychology. Basic theoretical models will be reviewed, including psychodynamic, cognitive, developmental, social learning/socio-cognitive, behaviorist, learning and motivation, systems, biopsychosocial, and gender theories. Theories encompassing diverse populations, including cross-cultural and feminist theories, will also be examined. Students will critically examine the strengths and limitations of these theories and their utility in the field of psychology. Contemporary themes in psychology will be explored, with an emphasis on application of theories designed to effect positive social change.

FPSY 8300 - Disaster Response and Recovery

A major concern of disaster response professionals is meeting basic and humanitarian needs of disaster-affected populations. In this course, students explore a range of issue, including evacuation, relocation, and tactical and strategic decisions in the immediate aftermath of an emergency episode. Students study important federal policies related to disaster response and recovery, including the National Response Framework (NRF), and they can gain an understanding of how local, state, and federal policies mesh in response and recovery efforts. Through their exploration, they study how recovery begins once the immediate threat of the emergency wanes and the focus shifts to restoring disaster-affected areas. As part of this course, students complete the FEMA Emergency Management Institute course IS208.a: State Disaster Management.

FPSY 8310 - Research Design

In this course, students have the opportunity to build a foundation in the design of
qualitative, quantitative, and mixed-method approaches to psychological research. Students learn the strengths and limitations of each method and under what circumstances each approach would be the most appropriate research design. They also learn the importance of scholarly writing as well as how to identify a topic for research and how to conduct a literature search. Students gain hands-on practice developing a research proposal through which they address key elements, such as collecting and analyzing data, writing an introduction, stating a purpose for the study, identifying research questions and hypotheses, using theory, and defining the significance of the study. Additionally, students consider the legal and ethical issues associated with human subjects’ protection.

Prerequisites
• FPSY 6305

Note: To register for this course, please contact the Student Success Advising Team.

FPsy 8314 - Program Evaluation

(5 cr.)
The skills required to assess research and work effectively with stakeholders are among the many proficiencies required of professionals who evaluate and develop programs. In this course, students examine these skill sets as well as the history, theory, and major approaches underlying program evaluation. Students learn how to select appropriate quantitative and/or qualitative models and techniques to perform evaluations, demonstrate program effectiveness, and disseminate results. Additionally, students explore the procedures and techniques involved in offering their evaluation services to a specific group or organization. They also examine strategies to gain stakeholder interest in developing appropriate standards, research progress, and evaluation outcomes. Students acquire practical experience evaluating a program of interest through which they outline organizational structure, identify stakeholders, employ evaluation models, explain steps in planning, and predict possible challenges or stakeholder fears, for which they recommend solutions.

Prerequisites
• RSCH 8210

FPsy 8320 - Public Policy Implications of Terrorism Legislation and Policies+ (5 cr.)

Students in this course are provided with a broad perspective on the history of the U.S. Patriot Act, similar terroristic legislation and immigration laws, and their policy implications on law enforcement, governmental entities, organizations, and individuals. They receive a basic foundation upon which to build for those public administrators and public policy analysts who are charged with drafting and implementing public policy and enforcing and/or responding to potential terroristic threats, while simultaneously
upholding and protecting constitutional freedoms. Material for this course is drawn from contemporary texts, websites, case studies, and material representing international, national, and local governments and organizations. Students critically review and analyze the U.S. Patriot Act and similar terroristic legislation and policies, and they participate in online discussions about these laws and their implications on U.S. constitutional freedoms.

❖ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

FPSY 8321 - Terrorism: A Systemic Approach for Emergency Management❖

(5 cr.)
Students in this course are provided with an overview of terrorism—local, national, and international—and the need to develop a systemic approach for emergency preparedness. Topics include, but are not limited to, terrorism overview, terrorism and public health, bioterrorism, biosecurity, cyber terrorism, risk assessment, implications for public health, and components of a systemic preparedness infrastructure. Course participants begin the development and/or analysis of a terrorism preparedness infrastructure and participate in online discussions.

❖ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

FPSY 8322 - Critical Incident Planning and Leadership❖

(5 cr.)
Students in this course examine the principles of emergency planning, selection of leaders, specialized planning (e.g., schools, tourism), mutual aid, and leadership theories. Public administrators receive a basic foundation to develop a critical incident plan and also understand leadership theories. Course participants critically analyze case studies, identifying weaknesses and potential solutions.

❖ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

FPSY 8333 - Vicarious Trauma and Compassion Fatigue

(5 cr.)
Through this course, students gain an understanding and awareness of vicarious trauma and compassion fatigue for trauma-response-helping professionals. They examine intervention strategies and models of treatment and prevention of vicarious trauma and compassion fatigue through the lens of counselor educators, supervisors, and clinicians. Applying course concepts, students gain hands-on practice conducting a needs assessment and examining the use of standardized instruments. They also propose social change recommendations related to vicarious trauma and compassion fatigue to
promote informed and competent trauma-response-helping professionals. Students engage in course assignments that emphasize the ethical, legal, multicultural, and spiritual implications for wellness and self-care, including personal, professional, and organizational elements. As a final project, students interview a trauma-response-helping professional and develop an organizational wellness plan for their setting.

**FPSY 8391 - Transformative Change in a Shared Power World**

(5 cr.)
Students in this course engage in collaborative study of the nature and methods of transformative change in the complex human systems of contemporary public organizations. Students learn a pragmatic-action learning process for learning from the experience of transformative change in complex systems. The dynamics of complex adaptive systems are studied to gain an understanding of how large-scale and highly interrelated human systems change through self-organization. Appreciative inquiry and other selected methods of transformative change are studied and applied to a positive organizational change situation of special interest to the students. Students also develop professional-action habits for pragmatic-action learning in the practice of public administration.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**FPSY 8392 - The Language of Leadership**

(5 cr.)
In today’s complex environment, leaders engaged in shaping public policy must know how to use the emotional as well as the intellectual power of language to motivate, inspire, and competently manage their organizations. Dynamic leadership requires understanding and use of techniques that affect both conscious and unconscious influences on human behavior. Effective communication connects at many different levels. Students gain both theoretical and practical information demonstrating the necessary components for making such connections and showing why stories, symbols, and metaphors are essential elements in the language of leadership.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**FPSY 8400 - Advanced Issues in Forensic Psychology**

(5 cr.)
In this course, students are allowed to examine current trends and issues in forensic psychology through the lens of developing their own expertise and forming a consultative group with fellow doctoral students. Students develop skills and expertise necessary as forensic consultants and expert witnesses and in criminal investigative
Students in this seminar-style course, students apply problem-based learning to cases and scenarios such as juvenile delinquency, terrorism, and human trafficking. They address the ethical challenges faced by forensic psychologist professionals and analyze the role of restorative justice for positive social change.

Prerequisites

PhD in Forensic Psychology Students Entering With a BS Degree

- FPSY 8002
- FPSY 8720
- FPSY 8135
- FPSY 8116
- FPSY 8126
- FPSY 8762
- FPSY 8314
- RSCH 8260
- RSCH 8360
- FPSY 8700

PhD in Forensic Psychology Students Entering With an MS Degree

- FPSY 8002
- FPSY 8102
- FPSY 8412
- RSCH 8260
- RSCH 8360
- FPSY 8126
- FPSY 8910
- FPSY 8700

**FPSY 8401 - Strategic Context of Management and Leadership**

(5 cr.)

Students in this course engage in a collaborative study of the changing strategic context of criminal justice management and leadership. Students will understand the strategic context for stakeholder relations needed while resolving issues in criminal justice. They engage in readings and practical assignments that emphasize management and leadership in a time of unprecedented and unpredictable change. Students also work toward being able to apply data and statistics to engage communities and to design program evaluations.

⚠️ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**FPSY 8412 - Research Foundations**
Students in this course examine and receive support for student readiness regarding the use of quantitative and qualitative research approaches. They study research fundamentals, including the distinction between social problems and research problems, the functions of research problems versus research purpose statements, and the role of theory and conceptual framework in informing research. Students examine quantitative and qualitative concepts central to research methods, design, and analysis. They also study how research design, methods, and analyses properly align for both quantitative and qualitative approaches. Students demonstrate their knowledge by creating two research outlines, using quantitative and qualitative approaches, which they develop throughout the course. They determine appropriate conditions for the use of mixed-methods approaches and differentiate between types of mixed-methods research designs. Students engage in pre- and post-assessments of skills and knowledge.

FPSY 8480 - Psychology of Organizations

Students in this course examine the application of behavioral theories in organizational settings. The focus is on individual, group, and organizational behavior. Topics include individual differences in employee motivation and job satisfaction, group development, team building, organizational leadership and organizational design, culture, and development. Students acquire a broad knowledge base in organizational psychology, its research, and its applications.

FPSY 8511 - Treatment of Forensic Populations

In this course, students gain the foundational knowledge necessary to evaluate and subsequently treat many different forensic populations, such as sex offenders, substance abusers, and white-collar criminals. Students analyze the use of traditional forms of intervention, including individual and group psychotherapy, as well as recent developments in intervention, such as restorative justice. Applying concepts and theories learned in the course, students develop a project scenario in which they feature an offender and describe treatment approaches as well as related ethical, legal, and multicultural factors that may impact treatment. Reflecting on the course, students also consider and discuss professional identity and goals.

FPSY 8512 - Juvenile Justice, Delinquency, and Development

In this course, students focus on the various aspects of the juvenile justice system and the population that it serves. As such, the course provides students with an overview of development theories, such as biological, cognitive, social-emotional, and social. Students apply these theories to cases of juvenile delinquency to determine appropriate
prevention, treatment, and intervention strategies. They examine juvenile justice codes, case law, and effective methods for reporting offenses. Students also explore the changing landscape of the juvenile justice field based on current research of its population. Using theories presented in the course, students develop a delinquency-prevention or treatment program for their community, focusing on the underlying goal of social justice and change.

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**FPSY 8520 - Psychology in the Courts**

(5 cr.)
Forensic psychology professionals play a vital role in the court system, providing consultation, expert testimony, and recommendations for treatment. In this course, students have the opportunity to acquire the knowledge and skills used by forensic psychology professionals working in the courts. Students examine major roles of psychology professionals, their responsibilities, and required proficiencies, such as oral and written communication skills. Through application-based exercises, students engage in practical exercises, such as in writing reports, planning evaluations, and preparing witnesses for testimony. Students also consider contemporary challenges, ethical and legal issues, and the impact of technology on courts in the United States.

**FPSY 8521 - Police Psychology**

(5 cr.)
Students in this course learn about the various roles and responsibilities of forensic psychology professionals working with and in police departments, the structures and organizations in which they work, and the skills needed to perform daily functions, such as counseling and supporting police. Students analyze and discuss common issues and challenges, including crisis situations, psychological risks of police work, and stress management. They also explore less common roles of psychology professionals working with police, such as training in hostage negotiations and the selection of special officers (SWAT, snipers, and tactical commanders). Engaging in assignments designed to provide application of content, students gain practical insight on a variety of topics, such as diversity issues and training, community impact, and forensic psychology operations.

**FPSY 8522 - Psychology in the Legal System**

(5 cr.)
Students in this course cover the major roles that a forensic psychologist could have within the court system. Issues such as expert testimony, jury selection, eyewitness testimony, and consultation with attorneys will be covered. Additionally, practical skills such as documentation and report writing will be addressed.
FPSY 8530 - Forensic Applications in Community Settings

(5 cr.)
Professionals must devote considerable attention to forensic psychology perspectives and approaches to address issues such as the overpopulation of prisons; decrease in healthcare availability; and cases in which courts remand treatment in community settings. Students in this course examine forensic psychology theories and perspectives, and then they apply these concepts to various community settings. They engage in practical assignments and topical readings that focus on working with offenders upon re-entry to the community and offenders who receive nonincarceration community placements. In addition, students explore less-common applications, such as restorative justice and community crime prevention. They also analyze the impact of personal perspectives and setting on the application of forensic psychology.

FPSY 8540 - Management and Leadership in a Global Context

(5 cr.)
Public policy implementation can take place in various types of organizations. In this course, learners engage in a collaborative study of strategic planning, management, and leadership in the context of public and nonprofit organizations. Students in this course identify, analyze, and evaluate the intricate relationships between strategic planning, management, and leadership from an international perspective. Students connect three key institutional elements: thinking, acting, and leading strategically. Students apply a management systems approach as they develop, adopt, manage, and lead a strategic plan for an international public or nonprofit organization or with an international focus. Students will understand the strategic context for practical decision making for international public and nonprofit organizations, emphasizing the central role of the environment in the strategic planning process. Students are offered a hands-on approach in this course that tests their ability to make effective and timely management and leadership decisions in complex and uncertain conditions.

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FPSY 8541 - Sustainable Development for Global Communities

(5 cr.)
Effective community leaders must be familiar with a wide range of tools, strategies, and skills to create sustainable communities. In this course, students examine these elements to learn how leaders build capacity for community change; assess community needs and resources; create community visions; promote stakeholder interest and participation; analyze community problems; and carry out practices and interventions to improve sustainability in communities. They also explore sustainability frameworks and models, and they apply these and other concepts presented in the course to develop a proposal for sustainable community development, focusing on community assessment,
stakeholder involvement, and development planning.

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**FPSY 8542 - Transformative Change in a Global Environment**

(5 cr.)
Students in this course are engaged in a collaborative study of the nature and methods of transformative change in the complex human systems of contemporary public organizations. Students explore and employ a pragmatic-action-learning process for studying the experience of transformative change in complex systems. They examine the dynamics of complex adaptive systems to gain an understanding of how large-scale and highly interrelated human systems change through self-organization. Students explore and apply appreciative inquiry and other selected methods of transformative change to a positive organizational-change situation of personal interest. They also have the opportunity to develop professional-action habits for pragmatic-action learning in the practice of public administration.

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**FPSY 8700 - Dissertation Literature Review Lab**

(2 cr.)
The purpose of this course is to help students prepare to write a well-structured, soundly presented, critical literature review. Students in the course cover topic selection, research analysis, writing, and editing. Upon completing the course, students produce an annotated bibliography and outline of a literature review using a minimum of 10 self-selected research articles. This course is appropriate for doctoral students who are preparing for their dissertation research.

**FPSY 8701 - Literature Review Lab**

(2 cr.)
The purpose of this course is to help students prepare to write a well-structured, soundly presented, critical literature review. Students in the course cover topic selection, research analysis, writing, and editing. Upon completing the course, students produce an annotated bibliography and outline of a literature review using a minimum of 10 self-selected research articles. This course is appropriate for doctoral students who are preparing for their dissertation research.

**FPSY 8720 - Abnormal Behavior**

(5 cr.)
Understanding the characteristics and causes of atypical thoughts and actions—
commonly known in mental health professions as abnormal behavior—is essential in determining accurate diagnoses, answering forensic referral questions, and planning effective treatment programs. In this course, students examine the history and evolution of abnormal psychology and how practitioners use contemporary diagnostic criteria of abnormal behavior in various settings, such as schools, rehabilitation facilities, community agencies, and forensic situations. They examine specific techniques for the diagnosis, assessment, and/or treatment of cognitive, emotional, and developmental disorders, as well as for psychophysiological and psychosocial problems. Using the scholar-practitioner model, students consider environmental and biological factors contributing to behavioral disorders. Students also investigate and discuss current and future trends, legal and ethical issues, and multicultural factors that complicate diagnosis and clinical assessment.

**FPSY 8740 - Disaster, Crisis, and Trauma**

(5 cr.)
There is no shortage of natural and human-made disasters, such as war, violence, genocide, and terrorist activities. Individuals and communities impacted by such disasters often need assistance from professionals who understand the social, cultural, and psychological complexities of crisis and trauma. Students in this course investigate how these incidents impact the psychology of individuals and groups. They assess traditional and current literature and complete practical exercises to learn about theories of trauma; actions and behaviors following a disaster; stress, coping, and adjustment difficulties; psychological disorders (e.g., post-traumatic stress disorder); and available resources to deal with trauma. Considering the various ways crisis professionals can promote positive social change, students devote special attention to the importance and development of culturally appropriate, service-delivery programs and interventions for individuals affected and traumatized by disasters.

**FPSY 8748 - Stress and Coping**

(5 cr.)
Students in this course examine contemporary theories on the perception of stress, appraisal of stressors, ways of coping, and the psychophysiological mechanisms involved in the stress response. They explore topical issues, including psychoneuroimmunology, behavioral nutrition, psychophysiology, traumatic stress, chronic pain, and stress-related psychophysiological and medical disorders as they relate to stress and coping. Students engage in discussions designed to provide practical application of course content. Demonstrating breadth and depth of knowledge and critical-thinking skills, students explore a topic of interest through a final research proposal and paper on a current issue related to course concepts.

**FPSY 8755 - Leadership and Leader Development**
Forensic psychologists and others in the field often rely on psychological research for a variety of functions; for example, to extract empirical data about psychological tests or to determine the efficacy of different interrogation techniques. Through this course, students work toward becoming astute consumers of forensic psychology research, acquiring skills needed to understand and interpret data. Students assess the relevance of research as well as the significance of incorporating ethics into practice. They examine basic principles of statistics, such as reliability and validity. Students also learn how to critically read forensic psychology research and how best to apply research findings.

FPSY 8762 - Teaching of Psychology

Students in this course examine techniques and issues related to teaching psychology at the college and/or university level. The primary focus is on teaching skills, developing rapport with students, managing the course, and managing the classroom. Classroom communication and ethical issues relevant to both faculty and students are also covered.

FPSY 8764 - Instructional Design for Online Course Development♦

Students in this course explore instructional design for the development of online courses. Different types of online courses and the roles of online instructors are addressed. Students analyze learning theories and approaches for promoting community in online classrooms. Students analyze criteria for developing learning objectives and online instructional strategies in relation to diverse student populations. Issues related to technology, copyright compliance, fair use, and academic integrity are explored. Students analyze assessment and evaluation approaches and explore future trends in online higher education in relation to delivery of instruction and positive social change.

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FPSY 8785 - Prevention: Research and Practice♦

In this course, students prepare for their roles as counselors in areas of prevention, intervention, and consultation with specific populations in different settings. Students assess these three areas of mental health counseling, including the relationships among them, methodological applications, and related ethical and legal considerations. They also discuss a variety of topics with their peers, such as applications for social change, needs of specific populations, iatrogenic harm, professional approaches and challenges, program evaluation, and future trends. Using an action-research model, students develop a blueprint for a project to address a contemporary mental health issue through
the context of prevention, intervention, or consultation.

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FPSY 8809 - Fundamentals of Law and Public Policy♦

(5 cr.)
Legal decisions and the law have an impact on the creation of public policy. Students in this course explore the relationship between laws and public policy and the impact court decisions have on policy and policy leaders. Topics include legal concepts and terminology, legal jurisdictions, case law, seminal cases, and the Supreme Court’s roles and procedures. Students apply fundamental legal concepts and principles to case studies and contemporary problems.

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FPSY 8810 - Community Psychology

(5 cr.)
Through collaborative research and action, community psychologists work to enhance the well-being of individuals and community by understanding how communities function on many different levels. Students in this course explore the fundamental concepts and practice of community psychology. They examine guiding values and assumptions of the field, basic ecological concepts, and models of intervention. Evaluating traditional and topical research, students explore diversity in community psychology, strategies for social change, primary and secondary prevention, community mental health, empowerment, stress, and resiliency. They also have the opportunity to assess and discuss their personal and professional experiences, values, and cultural background and consider how these factors are likely to influence their work as community psychologists.

FPSY 8811 - Legal Research for Public Policy♦

(5 cr.)
There is a wealth of vital legal knowledge available to public policy practitioners. In this course, students will be introduced to a number of print and electronic resources available for legal research and will gain an understanding of how the law is used to inform the creation of public policy. Topics include navigating legal libraries, citing cases, and using research to support public policy. Students apply legal research to case studies and contemporary issues.

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FPSY 8812 - Contemporary Cases and Issues in the Courts

(5 cr.)
Major issues in the Supreme Court have an impact on public policy at the state and local levels. In this course, students examine major past and current U.S. Supreme Court decisions and explore how these decisions affect public policy. Topics include individual rights, property rights, administrative law, immigration law, and foreign policy. Students apply legal research and verdicts to case studies and current issues. Outsourcing of public programs is also examined.

FPSY 8910 - Legal Issues and Social Change in Forensic Psychology

(5 cr.)
Students in this course critically examine the effects of recent legislation, case law, and national policies on social change and on consultation and research in forensic psychology. Students have opportunities to explore and discuss contemporary and controversial issues such as the ethics of civil commitment, the death penalty, police use of force, investigative practices to curtail terrorism, hate crimes, and transfer of juveniles to adult criminal court and how related legal issues affect forensic psychology and society in general. They also analyze ethical issues that often arise for forensic psychology professionals who are working in these areas.

FPSY 8912 - Mental Health Law

(5 cr.)
Mental health counseling professionals in all areas, especially criminal forensic psychological practice, may encounter various conflicts regarding psychological and legal approaches to treatment. Therefore, it is important for counselors to have a firm understanding of mental health law to avoid conflicts, such as issues of liability and malpractice. Students in this course are provided with the opportunity to examine several different aspects of the law related to mental health issues, including those constituting forensic psychological practice, such as civil matters (personal injury and civil competency issues) and criminal matters (competency to stand trial, criminal responsibility, diminished capacity, and death-penalty issues). Students employ recent court decisions and laws, such as the Tarasoff ruling, mandated reporting, and the Health Insurance Portability and Accountability Act (HIPAA), to examine how mental health law influences the practice of psychology and mental health counseling.

FPSY 8915 - Field Experience

(5 cr.)
Students engage in a 12-week practical field experience at a site specific to students' degree program and their anticipated employment setting or service population. Students work a specified amount of time on site, interact with peers, and share their
experiences and perspectives. Gaining hands-on, practical experience, they apply concepts and theories learned throughout the program to the responsibilities encountered in their field experience setting.

**FPSY 9000 - Dissertation**

(5 cr. per term for a minimum of 4 quarters until completion)

Doctoral students in this course are provided with the opportunity to integrate their Program of Study into a research study through which they explore a specific area of interest. Students complete the dissertation with the guidance of a chair and committee members through a learning platform classroom in which weekly participation is required. Students work with their dissertation chair to write the prospectus, complete an approved proposal (the first three chapters of the dissertation), complete an application for Institutional Review Board approval, collect and analyze data, and complete the dissertation. During the final quarter, students prepare the dissertation for final review by the university and conclude with an oral defense of their dissertation. Once students register for FPSY 9000, they are registered each term until successful completion of the dissertation for a minimum of four terms. Students take this course for a minimum of four quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval.

To complete a dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

**Prerequisites**

- All prior coursework

**GEOG 1001 - World Regional Geography**

(5 cr.)

This course is designed to introduce students to the geographic method of inquiry used to examine, describe, explain, and analyze the human and physical environments of the major regions of the world. Topics include spatial and geographic perspective, as well as cultural, organizational, and environmental properties of geography. Upon completion, students will be able to identify the human and physical features that give uniqueness and diversity to world regional patterns on Earth’s surface.

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GRPL 6100 - Group Lab

(0 cr.)
This is an experiential lab in which students learn by doing (i.e., participate in a small group activity). This lab is provided to students as part of their program requirements set forth by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). To maintain CACREP accreditation, all students must participate in a minimum of 10 hours of small group activity over the course of one academic term (CACREP, 2016, 2.F.6.h.).

HINF 6100 - Introduction to Health Informatics

(3 sem. cr.)
This course is a broad historical, technological, and theoretical framework for the study of health informatics. Students consider the past, present, and future of this rapidly evolving discipline, and they explore the critical issues and challenges within the field as well as potential applications, benefits, and opportunities for improving the management of healthcare through information technology. They explore a variety of related topics, including the development of virtual and interactive healthcare through technology; the interoperability, standardization, safety, and risks associated with the implementation of the electronic health record; the emergence and adoption of new information technologies; and a global perspective of trends and issues in the field. Students investigate the professional roles related to managing health information technology as well as organizations that promote health informatics. They conduct an in-depth investigation on a specific health informatics position to learn the responsibilities, essential skills sets, and professional and educational requirements of the job.

HINF 6115 - U.S. Health System♦

(3 sem. cr.)
The structure and function of the U.S. healthcare delivery system consists of multiple components, including policies, programs, and organizations. Healthcare professionals must understand how these components integrate and affect the access, cost, quality, and safety of health services. In this course, students explore the components of the system, including patients, organizations, healthcare professionals, public and private third-party payers, regulators, reimbursement, and technology as well as the continuum of health services, such as hospital systems and services, including ambulatory care, long-term care, wellness and prevention, and community and public health. Engaging in written-application assignments, students gain a practical understanding of factors and challenges linked to the delivery and management of services, including the U.S. health policy-making process, quality and patient safety initiatives, expenditures and sources of funds, among others.

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HINF 6120 - Contemporary Topics in the U.S. Healthcare Delivery System

(3 sem. cr.)
Students in this course assess the causes and consequences of historical events on health and medical care in the United States. They appraise the impact of barriers related to cost, quality, and access to health and medical care. Students analyze unique and complex aspects of subsystems and differentiate vertical and horizontal integrated healthcare delivery systems. They compare characteristics of healthcare and medical care in the United States with healthcare and medical care systems in other countries. Students also evaluate current and future issues, trends, and forces in healthcare and medical care reform.

HINF 6130 - Information Systems Management

(3 sem. cr.)
An effective healthcare information system is one that provides value by addressing the requirements of an organization and the needs of the individuals who will use the system. Such a system requires knowledgeable, ongoing management at each step within the complex process. Students in this course explore the technical aspects of information systems management, including key issues of systems design and development as well as system support and maintenance. Focusing on the systems development life cycle (SDLC) approach, students analyze and describe necessary steps in the cycle, such as identifying and selecting appropriate systems technology and data standards, creating requirements, evaluating security, and accommodating human factors in design and use. Additionally, students learn terminology, functions, and standards as well as the basics of information architecture and systems infrastructure.

HINF 6145 - Nature, Structure, and Representation of Health Information

(3 sem. cr.)
Consistency in health data standards and appropriate identification and selection of these standards is important for many reasons, including supporting electronic data interchange and enhancing interoperability across information systems. Students in this course explore and discuss these concepts, including the structure of medical and health information through effective knowledge representation as well as the practice of knowledge management and the incorporation of evidence-based best practices. Students examine the diverse vocabularies, terminology, ontology, acronyms, coding, and classification systems employed by information systems users and by those who design and maintain the systems. They also consider related topics, such as data communication, the development and advancement of eHealth technologies, and future federal initiatives to digitalize health data. Students sharpen their critical-thinking and written-communication skills through case scenarios to distinguish among standards, an explication of the most commonly used clinical classification systems, and a multi-stage
scenario focused on improving patient health through standardized representations of health information.

**HINF 6160 - Legal, Regulatory, and Ethical Issues**

(3 sem. cr.)
The nature of healthcare imposes a host of legal, regulatory, and ethical considerations for which providers and organizations must be aware. Students in this course are provided with an overview of these considerations. Students explore state, federal, and international privacy laws and regulations as well as the government agencies and regulatory bodies charged with creating and upholding these laws and regulations, devoting particular consideration to the Health Insurance Portability and Accountability Act (HIPAA) of 1996. Applying course concepts, students complete application-based assignments through which they consider key topics, including privacy, confidentiality, licensing, liability, compliance, accreditation, and professional ethics. Students also examine the impact of information technology on patient safety and the potential opportunities and risks of electronic health record systems.

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**HINF 6175 - Quality Assessment and Improvement**

(3 sem. cr.)
Healthcare organizations are increasingly concerned about providing high-quality and safe services. Students in this course are introduced to the basis for quality and patient safety, and they receive an overview of healthcare quality, methods of assessing quality, and techniques for improving quality. They can learn key terminology and concepts, including defining quality care; measuring quality in terms of the structure-process-outcomes model; distinguishing between clinical and customer service quality; identifying techniques to avoid adverse clinical events; and exploring customer service quality in terms of defining, measuring, and improving patient satisfaction. Students also explore and discuss the roles of governmental agencies in promoting and reporting quality information regarding hospitals and other health organizations, accrediting bodies, and recent performance initiatives of government and private payers. They apply course concepts to current issues of improving clinical and service quality in healthcare organizations, with special consideration of the 5 Million Lives Campaign—a national effort initiated by the Institute for Healthcare Improvement designed to improve medical care in the United States.

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**HINF 6190 - Project Management**
Through this course, students work toward gaining the knowledge and skills to implement a health information technology solution through the systems development life cycle (SDLC) using Project Management Institute-defined processes drawn from the Institute's Project Management Body of Knowledge (PMBOK) guide. Within the context of recognized PMBOK-project management standards, students learn to assess organizational need and readiness for a health information system, to engage in strategic and tactical planning for that technology, and to apply critical-path analysis. Students also explore preparation of the request for proposal (RFP) and evaluation of vendor responses as a part of an overall health information technology project management process. Through an integrative, collaborative project, students engage in a hypothetical health information technology project in which they develop a project schedule and charter, apply project management principles and concepts, work through project challenges, and reflect on lessons learned as part of their project closeout.

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HINF 6205 - Research Methods and Quantitative Analysis♦

Healthcare professionals often rely on research to make informed decisions on critical issues affecting programs, policy, and practice. In this course, students examine the logic underlying scientific research; study design; sampling; identification of variables; methods of data collection and analysis; concepts in measurement, including reliability and validity; program evaluation; and research ethics. They explore numeric methods for data description; the Donabedian model of program evaluation; data modeling and research; data mining; and information system assessment. Through statistics software exercises, students learn basic research methods, strategies, and skills for presentation of research results; they also become familiar with statistical software used to support research. Note: There is a special technology requirement for this course for accessing required interactive tutorials. PC: Students using a PC platform must have a minimum of Windows 2000, Internet Explorer 6.0, and 1GB of RAM. Mac: Students using a Mac platform must have a minimum of an Intel® Mac with OS X version 10.4.11, 1GB of RAM, and Windows 2000. Mac users who do not already have Windows 2000 on their Macs must purchase one or two Mac add-ons from an outside vendor to access the interactive tutorials. For details on which add-ons to purchase and how to purchase them at discount pricing, please contact a member of Walden's Customer Care Team at 1-800-925-3368 or 1-612-925-3368, option 2.

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HINF 6220 - Leadership, Organizational Behavior, and Change Management♦
The structure of healthcare organizations is complex and unique, and the behaviors within these organizations often have a direct impact on their success. Students in this course examine organizational behavior as well as the roles and responsibilities of management within healthcare organizations through the macro (organization-wide) perspective and micro (individual and team performance) perspective. Students also focus on understanding organizational values, mission, and vision; management and leadership principles to help navigate change; and effective delivery of services in an increasingly global environment. Students also learn and apply theories of organizational design, governance, and alternative organizational structures, and they consider the theory and practice of managing individuals and groups through motivation, communication, teamwork, leadership, organizational change, coalition building, negotiation, and conflict management and resolution. Through group assignments and personal assessments, students work toward developing self-awareness and effective management styles and strategies.

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**HINF 6235 - Healthcare Information Technology, Business, and Finance**

Through this course, students learn key business and financial aspects of developing health information technology solutions, and they analyze the technological impact on patient safety and healthcare liability. They explore functions of analyzing the cost benefit of health information technology, assessing the return on investment (ROI) of implementing an information technology system, engaging in vendor evaluation and negotiations, and facilitating the acquisition of health information technology systems with consideration of global opportunities. Students also engage in assignments designed to provide practical application of course concepts, including financial scenarios through which they perform monetary value calculations. Additionally, students explore human resources management issues; expand on their knowledge of project management, delving deeper into the request for proposal process; and reflect on information technology industry trends that will impact the future of healthcare delivery and access.

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**HINF 6950 - Practicum**

Through the practicum, students have an opportunity to apply and integrate the knowledge and skills acquired throughout the MS in Health Informatics program of study and further develop key professional competencies. Students engage in a supervised field experience, which they align to their academic and professional goals.
Supervision by an on-site preceptor involved in the planning or conduct of a clinical research study is a critical component of the practicum. The on-site supervisor and the course instructor monitor and evaluate students’ performance throughout the entire practicum experience. Students are required to complete 120 hours of practicum work. They must also participate in an accompanying online seminar course and begin to develop an ePortfolio based on assigned professional development activities.

HINF 6960 - Scholarly Project

(3 sem. cr.)
Students in this course are provided with an opportunity to demonstrate mastery of the principles, concepts, and content addressed throughout the MS in Health Informatics program of study. Students choose from a selection of overarching themes and topical areas reflecting the breadth of subjects covered in the program. Guided by their faculty advisor, students identify a particular area of interest and produce a substantive written paper and presentation in an area of health informatics. Students also engage in group discussions through which they consider their career development plan, share information on their paper topic and process, and exchange feedback on project presentations.

HIST 2005 - World History 1900–1945♦

(5 cr.)
Students in this course are introduced to the history of the modern world from 1900 to 1945. Students explore and discuss major historical events and global conflicts that shaped the development of the world from the Era of Imperialism through the end of World War II. Through assignments designed to provide practical application of course content, students compose short essays on such topics as the essential elements to make a nation thrive, such as political policies and alliances; the impact of culture and technology on society; and the strengths and weaknesses of monumental historical documents. Students in this course learn to use a historical perspective to evaluate global events and key changes that shaped the first half of the 20th century.

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HIST 2006 - World History 1945–2000♦

(5 cr.)
Students in this course are introduced to the history of the contemporary world from 1945 to 2000. They explore and discuss major historical events that shaped the development of the world from post-World War II decolonization through the post-Cold War era. Students consider elements introduced in this era, such as scientific advancements, technological innovations, and political policies, and then they write about the elements that they believe are most important in influencing contemporary
Students also learn to use a historical perspective to evaluate global events and key changes that shaped the second half of the 20th century.

⚠️ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HIST 2050A - History Through the Lens of Social Change

(5 cr.)
Social change defines the values Americans share, how society reflects those values, and increasingly, how those values play out in different cultures around the nation. Since the earliest days of the nation, the history of the United States has been shaped and reshaped by social change movements as Americans have consistently fought for freedom; civil, political, and gender rights; improved standards of living; and other forms of social, political, and economic equality. Students in this course examine the leaders, the activists, and the grassroots organizations that forged these social movements as well as the historical interplay between the movements and federal, state, and local government agencies. Within a U.S. historical context, students examine how social movements have played out at different points in history and explore how lessons drawn from that history can be applied today. Through readings, collaborative discussions, reflective essays, journal entries, authentic assessments, and a final project, students examine the organizational structures, objectives, outcomes, and historical evolution of social change movements in America since the 19th century. Through this historical lens, students are exposed to the tradition of social change that continues to impact lives through recent social movements such as the WTO, the Tea Party, and Black Lives Matter.
Prerequisites
- BIOL 1001A

HIST 2050C - U.S. History Through the Lens of Social Change

(5 cr.)
Social change defines the values Americans share, how society reflects those values, and increasingly, how those values play out in different cultures around the nation. Since the earliest days of the nation, the history of the United States has been shaped and reshaped by social change movements as Americans have consistently fought for freedom; civil, political, and gender rights; improved standards of living; and other forms of social, political, and economic equality. Students in this course examine the leaders, the activists, and the grassroots organizations that forged these social movements as well as the historical interplay between the movements and federal, state, and local government agencies. Within a U.S. historical context, students examine how social movements have played out at different points in history and explore how lessons drawn from that history can be applied today. Through readings, collaborative
discussions, reflective essays, journal entries, authentic assessments, and a final project, students examine the organizational structures, objectives, outcomes, and historical evolution of social change movements in America since the 19th century. Through this historical lens, students are exposed to the tradition of social change that continues to impact lives through recent social movements such as the WTO, the Tea Party, and Black Lives Matter.

★ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HLTH 1000 - Concepts of Health Promotion★

(5 cr.)
Initiatives to prevent illness and promote healthy lifestyles are often more effective and cost efficient than efforts to intervene or treat disease, which is why health promotion is an increasingly popular trend in the field of healthcare. In this course, students formulate a definition of health and discuss the many influences that shape our individual and collective perceptions of health. Students consider the health-wellness continuum, including a number of factors, such as behavioral, demographic, psychological, and social forces. They also examine evidence-based methodologies for interventions to promote health and enhance wellness, and they evaluate health information found online to determine credibility and accuracy. Additionally, students reflect on ways to shape their future career in health and to promote positive change.

★ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HLTH 1005 - Context of Healthcare Delivery★

(5 cr.)
Students in this course describe the causes and consequences of historical events on health and medical care in the United States. They explain barriers related to cost, quality, and access to health and medical care. Students examine unique and complex aspects of subsystems and classify vertical and horizontal integrated healthcare delivery systems. They compare characteristics of healthcare in the U.S. with healthcare systems in other countries. Students also identify current and future issues, trends, and forces in healthcare reform.

★ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HLTH 2110 - Behavioral and Cultural Issues in Healthcare★

(5 cr.)
Many factors influence the health behavior and wellness of individuals and populations. Understanding these factors helps healthcare professionals reduce health disparities and
address healthcare access issues for vulnerable populations. Students in this course examine the cultural and behavioral factors and issues that influence the management and delivery of healthcare services. Students develop a framework for assessing the effect of culture and behavior in a variety of settings and situations. They identify health disparities attributable to diverse cultural and behavioral factors and discuss their implications for healthcare policy. Students also engage in application-based writing assignments to further examine the goals and objectives of addressing health disparities as well as obstacles for confronting vulnerable populations.

Prerequisites

BS in Health Studies
- HLTH 2500

BS in Public Health
- HLTH 2500

All Other Programs
- None

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HLTH 2115 - Aging Across the Lifespan♦

(5 cr.)
In this course, students experience an overview of the effects of aging on health and development across the entire human lifespan. Students examine the physical, social, emotional, and cognitive milestones in childhood, adolescence, adulthood, and old age, with a particular emphasis on the significant changes that occur toward the end of life. Students engage in weekly discussions on various scenarios related to socioemotional development, as well as on topics such as attitudes on aging, environmental risk factors, and cognitive development. Demonstrating knowledge and synthesizing course concepts, students critically analyze a specific socioemotional issue and explain how it manifests in the various developmental stages.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HLTH 2120 - Health Informatics♦

(5 cr.)
The focus of this course is on the application and use of information technology to support clinical and managerial decision making in healthcare. Emphasis is placed on information technology that supports the delivery of services, including the collection, storage, retrieval, and communication of data; information systems safeguards; ethical and legal issues; and information management to promote patient safety and quality of
Information literacy and basic hardware and software concepts are addressed. Fundamental software applications, including spreadsheets and healthcare databases, are considered.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HLTH 2500 - Theories of Health Behavior
(5 cr.)
Students in this course are introduced to established and emerging health behavior, health education, and health promotion theories and models. Students can develop the knowledge and skills necessary to apply various theoretical frameworks and models related to psychosocial, cultural, and environmental factors influencing health behavior and behavior change. Throughout this course, students will focus on the role of theories and models in planning, implementing, and evaluating health interventions in a variety of settings.

HLTH 3100 - Ethical and Legal Issues in Healthcare♦
(5 cr.)
The nature of health services, such as personal evaluations, clinical research, invasive surgeries, and end of life care, facilitates a host of ethical and legal considerations of which professionals must be aware. In this course, students examine the legal and ethical issues that are fundamental to the practice of healthcare and the conduct of health-related research. They explore a historical overview of events and milestones that have shaped the contemporary regulatory landscape. They also investigate and assess issues of privacy and confidentiality, informed consent, licensing, and malpractice, among others. Additionally, students consider ethical, decision-making models for assuring the quality, safety, and appropriateness of healthcare and services. They also apply ethical principles and legal considerations to real-world scenarios.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HLTH 3105 - Interprofessional Teamwork in Healthcare♦
(5 cr.)
Students in this course are introduced to a patient-centered interprofessional model for healthcare delivery in which individual practitioners collaborate as members of a team. Students examine the benefits of this interprofessional approach for patients and providers, focusing on how it can lead to improved outcomes. They also explore and discuss professional challenges and institutional barriers, such as delineation of responsibilities, reimbursement, and licensing. Students have the opportunity to gain practical experience with the patient-centered model through the analysis of a patient
Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**HLTH 3105TL - The Interprofessional Healthcare Team [Tempo Learning®-Specific Course]**

(5 cr.)
Students in this course are introduced to a patient-centered interprofessional model for healthcare delivery in which individual practitioners collaborate as members of a team. Students examine the benefits of this interprofessional approach for patients and providers, focusing on how it can lead to improved outcomes. They also explore and discuss professional challenges and institutional barriers, such as delineation of responsibilities, reimbursement, and licensing. Students have the opportunity to gain practical experience with the patient-centered model through the analysis of a patient case study, a hypothetical interprofessional healthcare team, and an appropriate treatment plan. They also consider the benefits of such a model on the future of healthcare.

**Note:** This version of HLTH 3105 is only available as part of specific competency-based Tempo Learning® programs.

**HLTH 3110 - Current Issues in Healthcare Policy and Practice**

(5 cr.)
Many factors, such as access, affordability, insurance, quality, safety, and technology, affect the delivery of healthcare and the development of policies. In this course, students examine the nature of healthcare facilities, major factors influencing the quality of care, and the impact of policy initiatives on all stakeholders, including providers and consumers. They explore the major issues in acute and long-term healthcare policy and practice from the perspective of the patient and the provider. Students devote special attention to the social, institutional, economic, and regulatory contexts in which providers deliver services. Using concepts and issues addressed in the course, students complete a variety of application-based activities, such as a comparison of healthcare facilities in their region and an analysis of the practical role of policy.

**Note:** Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**HLTH 3115 - Public and Global Health**

(5 cr.)
Through this course, students widen their perspectives of promoting health and
preventing disease as they examine health issues that transcend national borders, class, race, ethnicity, and culture. Students discuss the role of the healthcare provider in preserving and promoting health among diverse populations as well as their role in illness prevention and health promotion, protection, and maintenance of targeted populations. They explore principles of epidemiology and the influencing sociopolitical factors that impact health and well-being of humankind. Students also engage in assignments designed to provide practical application of content on topical issues, such as infant mortality rates in the United States and abroad, infectious or communicable disease, and implications of global climate change on health, among others.

\[\text{Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.}\]

**HLTH 3510 - Health Insurance and Reimbursement**

(5 cr.)

Students in this course will examine the history of third-party reimbursement, the culture of patient expectations for healthcare, and Medicare and Medicaid reimbursement funding and management. Students will consider how healthcare policy, insurance, and reimbursement impact quality and population health.

**HLTH 4000 - Introduction to Healthcare Management**

(5 cr.)

In this course, students examine management concepts and theories designed to influence and improve the performance of healthcare organizations. They identify and examine the external and internal environments of organizations as well as key management functions, roles, and responsibilities. Exploring essential aspects of healthcare management, students engage in a variety of conceptual and practical activities, such as profiling a healthcare manager, assessing the value of leadership in decision making, and comparing strategic plans. Students delve deeper into content through weekly discussions on a variety of topics, such as emotional intelligence, applications of financial management, issues of quality and safety, the purpose of strategic planning, and challenges in human resources.

\[\text{Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.}\]

**HLTH 4050 - Introduction to Disaster and Emergency Management**

(5 cr.)

Natural and human-caused catastrophes, including acts of terrorism, continue to abound in the United States, necessitating professionals who are skilled in building disaster-resilient communities as well as leading response and recovery efforts. This course provides an introduction to the historical development and evolution of disaster and
emergency management. Students address the roles and responsibilities of local, regional, and national agencies as well as interagency coordination and collaboration. Through application-based writing exercises, students examine and apply phases of disaster and emergency management, including planning, preparedness, response, and recovery. They also discuss the public health system’s role in critical events, such as outbreaks of infectious disease, natural disasters, industrial emergencies, and terrorist and bioterrorist attacks.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HLTH 4100 - Healthcare Organization Theory and Behavior

(5 cr.)
The individual and group behaviors within healthcare organizations often have a direct impact on organizational success and the ability to deliver quality care. In this course, students examine the theories of behavior of healthcare organizations at the macro (organization-wide) level and micro (individual and team performance) level. Students explore factors that influence an organization’s behavior and performance, including the role of culture, group processes, and interactions. Sharpening analytic skills, students apply theories of motivation to assess a hypothetical situation. They also investigate famous leaders to analyze leadership traits, including the ability to implement and lead others through change.

Prerequisites
• HLTH 4000

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HLTH 4105 - Healthcare Finance and Economics

(5 cr.)
An unstable economy and inflating cost of healthcare affects nearly everyone, from individuals to entire hospitals, making sound financial management increasingly important. This course provides students with a foundation for economic evaluation and financial management in delivery of healthcare services, including principles of supply and demand. Students explore the financial, political, and economic aspects of universal healthcare, and they learn the purpose and methods of financial reporting, such as using financial statements and balance sheets. They also examine financial risk and insurance principles and mechanisms for healthcare reimbursement, including Medicare, Medicaid, and other payor programs. Through written applications and other practical exercises, students gain foundational skills in fiscal evaluation and financial management, which they can apply to personal or professional financial decision making.

Prerequisites
- HLTH 4000
- MATH 1030 or ACCT 1003 or STAT 3001

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HLTH 4110 - Healthcare Quality and Safety♦

(5 cr.)
A lack of quality service in healthcare, including medical errors, unnecessary surgery, and neglect, accounts for preventable deaths and a continual increase in the cost of delivery. Students in this course explore major quality and safety issues within healthcare organizations. They also examine methods of assessing quality and techniques to improve quality as well as opportunities to prevent adverse and never events, devoting special attention to the 5 Million Lives Campaign. Students examine current requirements for reporting indicators of quality and pay-for-performance initiatives to reward quality. They analyze weekly topics and share perspectives through discussions and case studies on critical issues, such as medical error, the patient perspective, quality and safety measurement, and improvement approaches, among others.

Prerequisites
- HLTH 4000

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HLTH 4115 - Strategic Planning and Marketing in Healthcare♦

(5 cr.)
Key concepts related to strategic planning, including the relationship of the plan to the organization's mission, values, and vision, are presented in this course. Students examine and apply assessment techniques and methodologies for evaluating the strengths, weaknesses, opportunities, and threats (SWOT analysis) of a healthcare organization. They also explore the relationship between strategic planning, marketing, and organizational performance. Through a review of mixed-media resources and interactive discussions, students assess a variety of topics, such as values, vision, and mission statements; the differences between goals and objectives; and applications of healthcare promotion and social change.

Prerequisites
- HLTH 4000

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
HLTH 4120 - Managing the Healthcare Workforce♦

(5 cr.)
Healthcare organizations are able to provide quality care to patients only when their workforce is productive, satisfied, organized, and well-trained. Organizations rely on the human resource (HR) department to provide employees with support, while focusing on the needs and goals of the organization. Students in this course explore and discuss the role of HR in healthcare organizations as related to the recruitment, retention, and management of the healthcare workforce. They examine workforce development models, employee benefits, and compensation strategies. Students also explore methods used by HR professionals to develop goals and expectations for evaluating employee performance and promoting effective employee relations, and they investigate HR problem-solving strategies, such as conflict resolution, collective bargaining, and arbitration methods. Through application-based activities, students analyze effective development of position descriptions; assess practices of hiring based on organizational fit; gain real-world insight on strategies of successful organizations; and develop plans for attaining long-term professional goals.

Prerequisites
- HLTH 4000

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

HLTH 4121 - Human Resource Management in Healthcare♦

(5 cr.)
Healthcare organizations are able to provide quality care to patients only when their workforce is productive, satisfied, organized, and well-trained. Organizations rely on the human resource (HR) department to provide employees with support, while focusing on the needs and goals of the organization. Students in this course explore and discuss the role of HR in healthcare organizations as related to the recruitment, retention, and management of the healthcare workforce. They examine workforce development models, employee benefits, and compensation strategies. Students also explore methods used by HR professionals to develop goals and expectations for evaluating employee performance and promoting effective employee relations, and they investigate HR problem-solving strategies, such as conflict resolution, collective bargaining, and arbitration methods. Through application-based activities, students analyze effective development of position descriptions; assess practices of hiring based on organizational fit; gain real-world insight on strategies of successful organizations; and develop plans for attaining long-term professional goals.

Prerequisites
- HMNT 1001
- HLTH 4000
Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HLTH 4200 - Principles of Epidemiology

(5 cr.)
Students in this course focus on the principles governing the study and practice of epidemiology. Consideration is given to the various methods available to health professionals for selecting and measuring factors of interest, describing their distribution, detecting associations, and identifying populations at risk. The features, advantages, and limitations of common epidemiologic research designs are addressed.
Prerequisites
- MATH 1002/1030 or MATH 1040 or STAT 3001

Note: Students who wish to pursue graduate school should consider taking STAT 3001 in addition to MATH 1002.

HLTH 4205 - Introduction to Research Methods and Analysis

(5 cr.)
In this course, students examine the basic components required for the conduct of health-related research and provides students with the analytic tools needed to understand and assess research methods described in the scientific literature. Basic research methods are described, including surveys, observational studies, experimental and quasi-experimental design, use of primary and secondary data, and statistical techniques for analyzing and interpreting data.
Prerequisites
BS in Healthcare Management
- HLTH 4000
All Other Programs
- None

HLTH 4300 - Personal Health and Wellness+

(5 cr.)
This course is an introduction for students to the essential factors that promote or challenge the development of personal health and healthy lifestyles, including nutrition, physical fitness, stress management, mental and emotional health, sexuality and relationships, violence and injury, and substance abuse. Students examine how cultural and socioeconomic factors influence people's perception of their health as well as their health behavior. Students review tools for assessing health and risk and have the opportunity to assess their own health and behavior using a health risk appraisal.
HLTH 4320 - Nutrition Across the Lifespan

(5 cr.)
Human nutritional requirements change over the course of the lifespan. Students in this course examine the fundamentals of nutrition and the variation of nutritional needs at different life stages, including pregnancy, lactation, infancy, childhood, adolescence, adulthood, and old age. Students discuss issues such as obesity and eating disorders as well as the link between diet and disease. Students conduct a personal dietary assessment and analyze the relationship between food choices and health status in their own lives.

HLTH 4340 - Fit and Well: Core Concepts in Exercise Science

(5 cr.)
Physical fitness is an important component of overall health and quality of life. In this course, students focus on the fundamental concepts and principles of physical fitness, including flexibility, cardiovascular health, muscular strength, muscular endurance, and body composition as well as the physiological and psychological processes through which exercise influences health. Students create a personalized fitness program and explore the health advantages of a physically active lifestyle, including the mental, social, and psychological benefits. They also examine the harmful effects of a sedentary lifestyle, particularly with regard to the risk of chronic disease.

HLTH 4360 - Stress Management and Wellness

(5 cr.)
Students in this course learn about a holistic approach to stress management. They address the emotional and physical dimensions of stress as well as scientific foundations and physiological pathways. Students explore the mind-body connection, and they study fundamental principles, theories, and relaxation techniques—including cognitive and physical behavior change interventions—that can help people effectively manage personal stress.

HLTH 4380 - Strategies for Health Communication and Wellness
The principles and theories of health communication and their application to health promotion and behavior change are the foci of this course. Students examine how to design and deliver health messages to various audiences while remaining sensitive to cultural, socioeconomic, and educational factors influencing the audience. Students evaluate important dimensions of intercultural and intracultural communication and study how to make scholarly writing accessible to the general population. They also explore the use of emerging technologies and social media in marketing and communications.

**Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.);1-443-627-7222 (toll)] for more information.**

**HLTH 4520 - Healthcare Finance**

(5 cr.) Students engage in the foundations for financial management in delivery of healthcare services. Students in this course can learn about the purpose and methods of financial reporting, such as financial statements, balance sheets, and operational and capital budgets, in addition to financial risk, variances, and an overview of insurance principles. Students also explore the financial, political, and economic aspects of universal healthcare.

Prerequisites
- HLTH 4000
- MATH 1030 or MATH 1040 or STAT 3001

**HLTH 4530 - Healthcare Economics From a Population Health Perspective**

(5 cr.) Students are provided with the foundation for economic evaluation from a population health approach. Students can develop an understanding of healthcare as a market, compare supply-and-demand principles in healthcare versus a typical business, discuss how economic losses or gains impact healthcare policy changes, sectors of the population, physician staffing, nursing staffing, and stability. Students in the course also explore epidemiological, social, global, and future economic impact of healthcare.

Prerequisites
- HLTH 4000
- MATH 1030 or MATH 1040 or STAT 3001

**HLTH 4900 - Capstone**

(5 cr.) This capstone course provides students with the opportunity to synthesize knowledge
and skills acquired throughout their program into a practical, integrative literature review of a selected topic specific to their area of concentration and personal interest. Through this project, students gain experience in refining their résumé, locating and assessing professional literature, and presenting arguments and findings. Students also engage in weekly discussions on networking, professional organizations, and the promotion of positive social change. They also reflect on their learning experience throughout the program and consider how they can use these experiences to enrich future professional endeavors.

Prerequisites
- All prior health core and concentration courses completed. This course must be taken in the student's final quarter.

HLTH 5005 - Perspectives on Health and the Developing Professional

(5 cr.)
Students in this course cover the origins and evolution of the concept of health, including some of the important health problems that face the world today and emerging concerns for the future. This foundational course introduces learners to key events in history as well as some of the health systems and issues that a modern health practitioner may encounter. Strategies for success as a graduate-level scholar and a health practitioner are integrated in a way that provides meaningful context to learners. Students discuss key concepts with peers, and the course culminates with a reflection paper designed to help learners evaluate their professional goals and how to progress as a scholar-practitioner and social change agent. Students explore careers in various public health and health education settings and experience a virtual health department in order to learn about various functions and personnel.

HLTH 5110 - Exploring Health Education in the 21st Century

(5 cr.)
What does it mean to be a health educator in the 21st century? Students in this foundation course explore the field of health education: historical milestones, current issues, and future opportunities and challenges. They examine settings for practice, professional competencies, inter-professional collaborations, credentialing, professional organizations, use of technology, and ethical issues pertaining to health education. Students will also analyze current issues in the field by reviewing scholarly publications and research pertaining to health education practice. Course assignments also include an introduction to commonly used health education theories and models, and students will have the opportunity to develop a philosophy statement for health education practice in the new millennium.

Steady students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
HLTH 5205 - Assessing Community Needs for Health Education

(5 cr.)
It is important for health educators and other health professionals to understand the unique characteristics and health needs of a community in order to provide effective and relevant health education and services. Students in this course will be introduced to the principles and processes of needs assessment and community capacity-building as a first step in the program planning process. Students will learn about individual, small-group, and community-based assessments as well as quantitative and qualitative approaches. Students will directly apply what they are reading and discussing in class to their own communities by conducting a assessment unique to their community. Other topics covered include use of primary and secondary data; selection and development of instrumentation to collect community data; interpretation and analysis of data; and prioritization of health education needs. Community mapping tools and other technology used in the assessment process will also be explored.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HLTH 5412 - Health Education and Communication Strategies

(5 cr.)
Effective communication plays a vital role in the diffusion of a health behavior or innovation. Students in this course are introduced as health educators to a wide range of health communication strategies. Assignments will allow students to apply and evaluate the use of health education delivery methods for various populations and practice settings (e.g., community, clinical, worksite, global, schools). Principles and theories of health communication and behavior change will be applied to a variety of health education case studies. Students will also demonstrate how to design and communicate culturally tailored health information to an audience of their choice. They will also explore the use of emerging technologies and social media in delivering and promoting health education.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HLTH 6005 - Perspectives on Health and the Developing Professional

(5 cr.)
Students in this course cover the origins and evolution of the concept of health, including some of the important health problems that face the world today and emerging concerns for the future. In this foundational course, students are introduced to key events in history as well as some of the health systems and issues that a modern health practitioner may encounter. Strategies for success as graduate-level scholars and health practitioners are integrated in a way that provides meaningful context to learners.
Students discuss key concepts with peers, and the course culminates with a reflection paper designed to help learners evaluate their professional goals and how to progress as scholar-practitioners and social change agents. Students explore careers in various public health and health education settings and experience a virtual health department to learn about various functions and personnel.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**HLTH 6031 - Public Health Administration and Leadership**

(5 cr.)
Students in this course acquire the foundational understanding of the administrative, managerial, and organizational practices of public health and healthcare delivery systems. Students examine theories of leadership as well as the professional attributes, skills, styles, and strategies required to advance public health goals. They engage in a variety of contextual and practical assignments focused on management theories, policy processes, systems thinking, strategic planning and partnerships, quality and performance improvement, leadership, and organizational behavior. Students also consider the impact of global trends on public health practice, policy, and systems.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**HLTH 6038 - Health Behavior Theory**

(5 cr.)
Students in this course are introduced to concepts necessary for promoting positive health-behavior change by examining the most commonly used theories and models in public health and health education and promotion. Coursework focuses on the identification and application of theories and models for promoting and designing effective health behavior programs and interventions. Students explore individual, interpersonal, and community theories and modules to determine the most appropriate application.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**HLTH 6051 - Diversity, Human Rights, and Social Justice**

(5 cr.)
Students in this foundational course broadly address race and ethnicity, socioeconomic status and class, culture, religion, gender, sexual orientation, ability and disability, and environment in an effort to better understand social identity. Throughout this course, students benefit from course assignments, discussions, and course materials that address the role of power and privilege and oppression and marginalization on the development
of clients. Students specifically focus on activities that help them recognize systems that support or foster power inequities, oppression, and underutilization of human talent and skills. In addition, students engage in self-awareness activities that foster their understanding of their role in the hierarchy of power and privilege. At the completion of this course, students understand the importance of social workers developing competence in providing evidence-based, contextually and culturally relevant assessments and interventions for individuals, families, groups, and communities.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**HLTH 6100 - Critical Issues in Emergency Management**

(5 cr.)

Students in this course examine the theories and concepts underpinning contemporary emergency management and how to understand the phenomena of natural and human-caused disasters. Students examine the historical context of emergency management, the general process of risk assessment, the emergency management cycle, communications within emergency management and crisis planning, and the general policy and legal framework surrounding the process of emergency management in the United States with a focus on the National Incident Management System (NIMS). Case studies of major catastrophes are used to explore contemporary and practical hazard management. Students can complete the FEMA Emergency Management Institute courses IS-100.b - Introduction to Incident Command System and either IS-800.b - National Response Framework: An Introduction or IS700.a - National Incident Management System as part of this course. Nationally recognized certificates are awarded for successful completion of FEMA courses.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**HLTH 6110 - Exploring Health Education in the 21st Century**

(5 cr.)

What does it mean to be a health educator in the 21st century? Students in this foundation course explore the field of health education: historical milestones, current issues, and future opportunities and challenges. They examine settings for practice, professional competencies, interprofessional collaborations, credentialing, professional organizations, use of technology, and ethical issues pertaining to health education. Students analyze current issues in the field by reviewing scholarly publications and research pertaining to health education practice. Course assignments include an introduction to commonly used health education theories and models, and students have the opportunity to develop a philosophy statement for health education practice in the new millennium.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program.*
HLTH 6111 - Leadership and Organizational Change♦

(5 cr.)
Successful public sector organizations require high-caliber leaders who are accountable to multiple constituencies. A rapidly accelerating rate of change and blurring of organizational boundaries contribute to the need for leaders who are equipped to meet the challenge. In this course, students explore the theoretical underpinnings of leadership and the important role of the leader in organizational change. By exploring leadership theory, current research, and practice within an area of public administration or nonprofit/nongovernmental organizations, students will demonstrate their understanding leadership in organizations that are increasingly complex in nature. Ethical dimensions, boundary-spanning functions, and how leaders influence positive social change are key factors of this course. Students in this course draw on historical and current events and their personal experiences to examine the demands of leadership.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HLTH 6112 - Governance and Public Policy♦

(5 cr.)
Democratic principles are the foundation of modern life. Students in the course receive an overview of democratic governance in public administration, public policy, or nonprofit/nongovernmental organizations in modern society. Students examine the theoretical underpinnings of democratic governance and public policy in their chosen area of specialization necessary for doctoral-level research. Students review fundamental theories of governance, research current literature on a specialized topic, and apply best practices within the area of specialization. The emphasis is on the context in which public and nonprofit leaders function and the social institutions that influence public policy and guide administrative decision making.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HLTH 6200 - Risk Assessment, Preparedness, and Disaster Mitigation♦

(5 cr.)
Risk assessment and mitigation are key components to effective all-hazards emergency management. In this course, students focus on the methods and techniques required to assess a community’s risk and what measures are needed to protect human life and capital assets. Students can learn ways to evaluate the social vulnerability and identify special needs of populations who may be at greater risk during an emergency or disaster. Students then explore methods to reduce risk and build capacity through
preparedness and mitigation techniques. In addition, as part of this course, students complete the FEMA Emergency Management Institute course IS-393.a: Introduction to Hazard Mitigation.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.);1-443-627-7222 (toll)] for more information.

HLTH 6205 - Assessing Community Needs for Health Education♦

(5 cr.)
It is important for health educators and other health professionals to understand the unique characteristics and health needs of a community in order to provide effective and relevant health education and services. Students in this course are introduced to the principles and processes of needs assessment and community capacity-building as a first step in the program planning process. Students learn about individual, small-group, and community-based assessments as well as quantitative and qualitative approaches. Students directly apply what they are reading and discussing in class to their own communities by conducting a assessment unique to their community. Other topics covered include use of primary and secondary data; selection and development of instrumentation to collect community data; interpretation and analysis of data; and prioritization of health education needs. Community mapping tools and other technology used in the assessment process are also explored. 
Prerequisites
- HLTH 6005
- HLTH 6110

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.);1-443-627-7222 (toll)] for more information.

HLTH 6207 - Grant Writing♦

(5 cr.)
Grant writing is a highly marketable skill that requires many non-profit, educational and community organizations to secure external funding in order to provide needed services to the community. In this course, students will explore the basic skills needed for grant writing including identifying potential funding sources, creating objectives and a need statement, preparing and justifying a budget, identifying appropriate assessment plans, and writing an executive summary. Course assignments will allow students to directly apply what they are reading and discussing by writing a full grant proposal based on an actual Request for Proposal (RFP).
Prerequisites
- HLTH 6005
- HLTH 6110
- HLTH 6205

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HLTH 6038

HLTH 6475

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HLTH 6245 - Applied Research in Public Health

(5 cr.)
Public health professionals use the results of research in many ways, including in the development of programs and interventions designed to enhance the health of communities as well as to demonstrate the efficacy of programs to stakeholders who provide funding. In this course, students will engage in an examination of the research that informs public health programs, policy, and practice. Specific topics to be covered include study designs, sampling, identification of variables, methods of data collection and analysis, key concepts in measurement (including reliability and validity), program evaluation, and research ethics. As a major assignment in this course, students will engage in an integrative literature review and begin to develop what may become their capstone project.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HLTH 6246 - Introduction to Research in Health Education and Health Promotion

(5 cr.)
Health education and health promotion practitioners use research skills to develop programs and interventions that enhance the health of communities and demonstrate the efficacy of programs. This course will provide students an opportunity to explore various research methods in the fields of health education and health promotion. Concepts include literature reviews, ethics, quantitative, qualitative, and mixed methods, methodology selection processes, sampling, and writing for publication and presentation. An emphasis in utilizing research methods to impact local, regional, national, and global health education and health promotion issues will be presented. This course will culminate in the development of a research poster presentation suitable for presentation at a professional conference within the fields of health education and health promotion.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HLTH 6280 - Policy and Politics in American Political Institutions

(5 cr.)
Students in this course are introduced to the crafts of policymaking and policy analysis in
the U.S. democratic system. Students examine the tasks involved in the policy process, including setting agendas, using policy analysis tools, managing the political process, implementing policy, and providing evaluations and feedback. Through this analysis, students work toward developing skills to conduct policy and economic analyses as well as to determine the political feasibility of proposed policies. They learn about regulation as a policy choice. They also work toward enhancing their ability to develop alternatives and to assess strategies proposed to achieve certain policy objectives. Students engage in scholarly-writing assignments and discussions on policy areas of interest, such as communications, immigration, transportation, housing, labor, arts, and environmental policies.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HLTH 6300 - Disaster Response and Recovery♦

(5 cr.)
A major concern of disaster response professionals is meeting basic and humanitarian needs of disaster-affected populations. In this course, students explore a range of issues, including evacuation, relocation, and tactical and strategic decisions in the immediate aftermath of an emergency episode. Students study important federal policies related to disaster response and recovery, including the National Response Framework (NRF), and they can gain an understanding of how local, state, and federal policies mesh in response and recovery efforts. Through their exploration, they study how recovery begins once the immediate threat of the emergency wanes and the focus shifts to restoring disaster-affected areas. As part of this course, students complete the FEMA Emergency Management Institute course IS208.a: State Disaster Management.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HLTH 6362 - Sexual Health and Well-Being

(3 cr.)
Students are provided with a framework for understanding human sexuality in the context of couples, marriage, and family counseling in this course. Students explore empirically supported counseling approaches related to sexual functioning, intimacy, gender, and sexual orientation. They use a systemic framework for understanding the role and impact of sexuality on couples, marriages, and families. Students also explore and discuss specific topics related to issues of sexual diversity and gender identity.

Prerequisites
- HLTH 6005
- HLTH 6110
- HLTH 6205
- HLTH 6038
HLTH 6405 - Ethics and Social Justice •

(5 cr.)
Ethics is a foundational element of leadership. Leaders face increasingly complex social and political challenges as they seek to meet the needs of diverse constituents. Students in this course explore ethics and social justice related to economic disparity, power, and privilege. Students use demographic data, current social trends, and themes to understand, analyze, and address ethical and social justice issues that impact service delivery in a global community.

◊ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HLTH 6412 - Health Education and Communication Strategies •

(5 cr.)
Effective communication plays a vital role in the diffusion of a health behavior or innovation. This course is designed to introduce the health educator to a wide range of health communication strategies. Assignments allow students to apply and evaluate the use of health education delivery methods for various populations and practice settings (i.e., community, clinical, workplace, global, schools). Principles and theories of health communication and behavior change are applied to a variety of health education case studies. Students also demonstrate how to design and communicate culturally tailored health information to an audience of their choice. They explore the use of emerging technologies and social media in delivering and promoting health education.

Prerequisites
• HLTH 6005
• HLTH 6110
• HLTH 6205
• HLTH 6038
• HLTH 6475

◊ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HLTH 6475 - Program Planning, Implementation, and Evaluation •

(5 cr.)
The focus of this course is on the competencies required of the public health professional in planning for the design, development, implementation, and evaluation of community health promotion and disease prevention initiatives. Attention is given to
needs assessment, logic models, and collaboration with stakeholders. Strategic approaches to planning, implementation, and evaluation with particular attention to study design and sampling are addressed. Health behavior theories are considered in the development of health promotion programs, the application of evaluation findings, and prioritization of community concerns and resources.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

HLTH 6510 - Essentials of the U.S. Healthcare Delivery System and Population Health

(5 cr.)
Students in this course will analyze health and the healthcare systems from a population health perspective. Emphasis includes the role of health education and health administration, workforce, public health foundations, and technological developments in improving health from local, national, and global perspectives. Various approaches used historically to improve population health and health equity in the United States will be explored. Current and emerging U.S. health transformation efforts, including steps to reduce cost and improve prevention strategies, and quality of care will be considered. Students will also consider the provider, payment, and public health perspectives in improving health outcomes and explore various perspectives and trends such as international settings and lessons currently being taken from these settings and developments in the use of technology. Investigation and analysis of the coordination among various stakeholders who play a role in prevention, health, and healthcare systems will be addressed.

HLTH 6530 - Disease Prevention and Care Management

(5 cr.)
Students in this course explore evidence-based population health programs and how they assist in addressing and promoting best practices in disease and preventive care management. In this course, students will learn how population health interventions teach individuals and populations how to manage chronic diseases and take responsibility for understanding how to best care for themselves. Students will also explore health administrator and health educator leadership strategies and interventions to manage and prevent chronic disease.

HLTH 6540 - Population Health Management Applications

(5 cr.)
Students in this course will apply the skills needed to manage population health programs and initiatives to enhance the health of a defined population. Students focus on health behaviors, public and business influences, health policy, economic forces, and other related healthcare system issues in health promotion and disease prevention.
HLTH 6740 - Disaster, Crisis, and Trauma

(5 cr.)
Students taking this course define natural and human-made disasters such as war, violence, genocide, and terrorist activities, and they review how they impact the psychology of individuals and groups. Topics include theories of trauma; actions and behaviors following a disaster; stress, coping, and adjustment difficulties; psychological disorders (e.g., post-traumatic stress disorder); and available resources to deal with the trauma. Students focus on the importance and development of culturally appropriate service delivery programs and interventions for individuals affected and traumatized by disaster(s).

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HLTH 6771 - Terrorism: A Systematic Approach for Emergency Preparedness

(5 cr.)
Students in this course are provided with an overview of terrorism—local, national, and international—and the need to develop a systemic approach for emergency preparedness. Topics include terrorism and public health, bioterrorism, biosecurity, cyber terrorism, risk assessment, implications for public health, and components of a systemic preparedness infrastructure. Students participate in online discussions and begin the development and/or analysis of a terrorism preparedness infrastructure.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HLTH 6800 - Health Education and Promotion Capstone

(5 cr.)
The capstone course is intended to be taken last in the MS in Health Education and Promotion program. Students have an opportunity to synthesize knowledge and skills acquired throughout the program by completing a capstone project focused on social change. The MS in Health Education and Promotion Capstone project is designed to empower students with the skills necessary to secure external grant funding through grant proposal writing. Students will integrate theoretical and practical knowledge as well as scientific research to prepare a grant proposal for funding a health education program that addresses a pressing health need in their community. Emphasis is placed on grant sources and resources, the grant proposal process, grant management, and sustainability.

Prerequisites
- HLTH 6005
- HLTH 6110
- HLTH 6205
HLTH 6400 - Health Policy and Management

(5 cr.)
Students in this course examine the factors that influence and improve health outcomes of individuals and populations, with attention to the goals of Healthy People 2010 and the main components and issues of organization, financing, and delivery of health services and public health systems in the United States. Topics include management theories and processes, systems thinking, strategic planning and partnerships, quality and performance improvement, leadership, and organizational behavior. The policy process is addressed, as well as the advocacy role of the public health professional in influencing local, state, and federal policy. The impact of global trends on public health practice, policy, and systems is also considered.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HLTH 6880 - Social Entrepreneurship and Innovation: A Global Perspective

(5 cr.)
Social entrepreneurs are gaining international attention motivated by the desire for change and to see the world as it can be, not as it is. Students in the course will learn how social entrepreneurs have developed creative solutions to address social problems. The intention of the course is to develop knowledge, appreciate of the role of social entrepreneurs who create social change, deepen students' understanding of the world around them, and to inspire them to use their skills and knowledge to be, as Gandhi said, "the change you wish to see in the world."

Students in this course will gain knowledge about social entrepreneurs and how they are creating solutions to address societal problems, learn how to develop creative solutions to address social problems, and empower students to see social entrepreneurship as a force for social change. The course is designed for those who want to gain valuable tools to prepare them to make an impact on the lives of others. This course will be housed in the School of Public Policy and Administration for future upgrades and course maintenance.

HLTH 6882 - Improving Healthcare Performance Through Social Entrepreneurship
Social entrepreneurship is a dynamic approach to problem solving that individuals, entrepreneurs, or scholar-practitioners can use to address societal needs and problems related to healthcare. In this course, students select a healthcare issue and develop an entrepreneurial project to address it. Students will define beneficiaries and stakeholders and develop tactics to identify and address opponents, allies, and the ambivalent. Students will test, evaluate, and identify both opportunities and potential weaknesses of their proposed entrepreneurial solutions. By the end of the course, students will have experienced the process of developing concept statements supported by research, articulating business propositions, defining the market and competition, and addressing the sociopolitical landscape. Finally, students will evaluate the feasibility of their proposed entrepreneurial healthcare solutions.

HLTH 8003 - Building a Multidisciplinary Approach to Health

(3 cr.)
In this course, students will explore the multidisciplinary nature and integration of professional practice in the health field. Students will have the opportunity to utilize their scholarly voice with diverse audiences and with academic integrity to assure academic and professional success as a scholar-practitioner and social change agent. As leaders in their profession, students will discuss critical health services in the health field utilizing a response to a natural disaster, review of emerging topics in the health field, and what it means to be part of a multidisciplinary team to develop community partnerships with key stakeholders to address health issues impacting their communities, agencies, and/or organizations.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HLTH 8030 - Socioecological Perspectives on Health

(5 cr.)
In this course, students will identify social and ecological approaches to public health at the individual, interpersonal, organizational, community and environmental, and policy levels. Students will explore and apply the socioecological model (SEM) and other theoretical frameworks to address public health issues and to eliminate health disparities in morbidity and mortality. Students will demonstrate an understanding of course concepts through peer discussion and research on specific health issues in special populations, identifying contributing factors, and proposing appropriate interventions.

HLTH 8031 - Public Health Administration and Leadership

(5 cr.)
Students in this course are provided with a foundational understanding of the administrative, managerial, and organizational practices of public health and healthcare
delivery systems. They examine theories of leadership as well as the professional attributes, skills, styles, and strategies required to advance public health goals. Students engage in a variety of contextual and practical assignments focused on management theories, policy processes, systems thinking, strategic planning and partnerships, quality and performance improvement, leadership, and organizational behavior. They also consider the impact of global trends on public health practice, policy, and systems.

**Prerequisites**
- RESI 8401

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**HLTH 8032 - SPSS Revealed**

(5 cr.)
This is a laboratory-type course where students learn the skills needed to use the statistical computer package SPSS in public health practice and research. Topics include importation of data, management of various types of data, creation and exportation of tables and graphs, and computation of basic statistical tests using SPSS.

**HLTH 8033 - Interpretation and Application of Public Health Data**

(5 cr.)
Students in this course learn about biostatistical methods and concepts used in public health practice and research. Emphasis is placed on interpretation and application of concepts rather than statistical calculations. Major topics include identification of types of data, creation and interpretation of narrative and graphical descriptive statistics, conceptualization of statistical inference and probability, and interpretation of common nonparametric tests, analysis of variance, and simple linear regression models. Students are required to use the statistical computer package SPSS.

**HLTH 8034 - Environmental Health: Local to Global**

(5 cr.)
This course provides a comprehensive overview of environmental factors that affect the health and safety of 21st century communities. Students examine associations and interrelationships between chemical, physical, and biological hazards in the environment and their impact on human health. Concepts cover food, water, air, waste, radiation, noise, pests, population growth, and climate change. Students analyze and discuss current local and global problems and solutions and consider new ways to address environmental issues.

**HLTH 8035 - Epidemiology: Decoding the Science of Public Health**
Epidemiology is the science concerned with controlling and preventing disease in communities. Students in this course are provided with an epidemiological approach to the study of the incidence, prevalence, and patterns of disease and injury in populations, and the application of this study to the control of public health problems. Key sources of data for epidemiological purposes are identified, and principles and limitations of public health screening programs are addressed. Students learn to calculate basic epidemiological measures and to draw appropriate inferences from epidemiological data and reports.

Prerequisites

- PUBH 6125

HLTH 8038 - Health Behavior Theory

Students in this course are introduced to concepts necessary for promoting positive health-behavior change by examining the most commonly used theories and models in public health and health education and promotion. Coursework focuses on the identification and application of theories and models for promoting and designing effective health behavior programs and interventions. Students explore individual, interpersonal, and community theories and modules to determine the most appropriate application.

HLTH 8040 - Advanced Public Health Policy and Advocacy

In this course, students examine the role of federal, state, and local government in the assurance of public health through health policy and law. Consideration is given to contemporary policy, law and regulatory issues arising in public health practice, as well as to the economics and financing of public health programs. The advocacy, political, and creative process in the formulation, implementation, and modification of health policy are examined and discussed. Students also learn how to structure and write a health policy brief which will provide students with experience integrating scientific information, legal and regulatory approaches, ethical frameworks and varied stakeholder interests in policy development and analysis.

HLTH 8048 - Research Application of Public Health and Behavior

This course presents a comprehensive look at public health and behavior change theoretical and conceptual models that apply to public health research and practice. Students review and assess predominant social and behavioral principles at the individual, interpersonal, and community levels. Students learn to integrate knowledge
on different public health theoretical and conceptual frameworks, research approaches, methods, values and potential contributions from multiple professions and systems in addressing public health problems. Finally, students learn to apply theories to public health quantitative, qualitative and mixed methods research and practice.

**HLTH 8050 - Global Health and Issues in Disease Prevention**

(5 cr.)
An in-depth review of how population-based strategies are used in the prevention of disease and disability is provided to students in this course. Students explore the topics of population health and disease prevention from the perspective of understanding the determinants of health. Using a cross-disciplinary approach, students examine how economics, social factors, health policy, urbanization, globalization, the environment, and other factors influence disease. Students consider how research in disease prevention, health determinants, and population health apply to public and community health efforts.

**Prerequisites**
- RESI 8401

⚠️ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**HLTH 8051 - Contemporary Topics in the U.S. Healthcare Delivery**

(5 cr.)
Students in this course are provided with the opportunity to gain thorough insight into the current structure and components of health services and delivery. Students identify and describe components of the system, including patients, healthcare professionals, public and private third-party payers, regulators, reimbursement methods, and technology. They engage in activities and discussions focused on the continuum of services related to healthcare, such as hospitals and hospital systems, ambulatory care, and long-term care. Students also explore issues related to these services, such as wellness, prevention, and community and public health, for a comprehensive understanding of the system. Students contextualize their study through the examination of current factors and challenges as well as the impact these challenges have on delivery and management.

⚠️ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**HLTH 8052 - Advanced Issues in Global Public Health**

(5 cr.)
This course provides an in-depth review and analysis of the leading global health problems, and the primary methods used to measure those problems. Students analyze the social and environmental determinants of global health problems, including
urbanization, global industrialization, environmental pollution, and their role in health inequalities within and between populations. In addition, students evaluate population-based approaches to improving global public health, including culturally inclusive and sensitive primary health care, and policies that promote health literacy, health equity and positive social change. Emphasis is placed on strategies to advance inclusion, cultural humility and health equity in public health research, policies and programs. The course takes a cross-disciplinary, ecological approach, enabling students to examine the complex inter-relationships between economic, social and environmental factors, and health.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**HLTH 8110 - Exploring Health Education in the 21st Century**

(5 cr.)
What does it mean to be a health educator in the 21st century? Students in this foundation course explore the field of health education: historical milestones, current issues, and future opportunities and challenges. They examine settings for practice, professional competencies, interprofessional collaborations, credentialing, professional organizations, use of technology, and ethical issues pertaining to health education. Students also analyze current issues in the field by reviewing scholarly publications and research pertaining to health education practice. Course assignments also include an introduction to commonly used health education theories and models, and students will have the opportunity to develop a philosophy statement for health education practice in the new millennium.

**Prerequisites**
- HLTH 8003

**HLTH 8111 - Leadership and Organizational Change♦**

(5 cr.)
Successful organizations in a rapidly changing and complex world require leaders who embrace change and are able to engage others in change. In this course, students use traditional literature, current articles, and interactive media to explore the qualities, characteristics, and skills of effective leaders as well as the theories, models, and relationships between leadership and organizational change. They assess the ethical issues and standards as well as the opportunities and challenges related to leading diverse organizations through change. Students also examine how current leaders employ leadership and organizational change to contribute to social change, and they consider how to use these lessons to make further positive changes within an organization or their own community.

Students may take this as a non-degree course, which means they do not have to be enrolled in a
HLTH 8112 - Governance and Public Policy♦

(5 cr.)
Democratic principles are the foundation of modern life. Students in this course are provided with an overview of democratic governance in public administration, public policy, or nonprofit or nongovernmental organizations in modern society. Students examine the theoretical underpinnings of democratic governance and public policy in their chosen area of specialization necessary for doctoral-level research. Students examine the context in which public and nonprofit leaders function and the social institutions that influence public policy and guide administrative decision making. Students also review fundamental theories of governance, research current literature on a specialized topic, and apply best practices as they relate concepts to complete practical application assignments and a final case scenario project.
♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HLTH 8127 - Public Health Policy, Politics and Progress♦

(5 cr.)
In this course, students examine the role of federal, state, and local government in the assurance of public health through health policy and law. Consideration is given to contemporary policy, law, and regulatory issues arising in public health practice, as well as to the economics and financing of public health programs. The advocacy, political, and creative process in the formulation, implementation, and modification of health policy are examined and discussed. Students also learn how to write and structure a health policy analysis.
♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HLTH 8129 - Communications, Marketing, and Public Relations for Public Health Leaders♦

(5 cr.)
This course provides an overview of marketing and public relations principles as they relate to public health, highlighting theoretical concepts that are commonly used in health communications research. Topics include using social marketing techniques, promoting health literacy, developing community partnerships, and creating culturally sensitive and appropriate promotional materials. Students focus on using social media to identify and advance public health interests and ethical principles. Through case studies, students examine how they can use marketing practices to translate health research into social action and behavioral change.
HLTH 8129E - Global Perspectives on Health

(5 cr.)
Students in this course learn about current public health issues and problems affecting individuals and communities around the globe, with particular emphasis on etiology, impact, and possible intervention strategies. Students also learn about organizations that work to support and advance health care locally and internationally. Topics of focus include maternal and child health, food security, hunger and nutrition, global water shortage, HIV/AIDS, malaria, tuberculosis, emerging infectious diseases, selected chronic illnesses and injuries, poverty, human rights, and health equality. Students complete an extensive review of a specific global health issue.

HLTH 8130 - Communications, Marketing, and Public Relations for Public Health Leaders

(5 cr.)
Students in this course receive an overview of marketing and public relations principles as they relate to public health, highlighting theoretical concepts that are commonly used in health communications research. Topics include using social marketing techniques, promoting health literacy, developing community partnerships, community-based participatory engagement and research, and creating culturally sensitive and appropriate promotional materials. Students focus on using social media to identify and advance public health interests and ethical principles. Through case studies, students examine how they can use marketing practices to translate health research into social action and behavioral change.

HLTH 8136 - Leadership, Professionalism, and Ethics in Public Health Practice

(5 cr.)
Critical issues, such as infectious diseases, inadequate healthcare access, and an aging population, require leaders who have a diverse skill set as well as the professional and ethical sensibilities needed to lead efforts that improve quality of life for individuals and communities. In this course, students examine theories of leadership as well as the professional attributes, skills, styles, and strategies required to advance public health goals. They explore ethical choices, values, professionalism, opportunities for advocacy, and the application of principles of social justice implicit in public health decisions and practice. Students learn how to employ collaborative methods for working with and motivating diverse communities and constituencies, and they consider methods and develop new strategies for evaluating and solving current problems in healthcare.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
HLTH 8142 - Communication and Social Marketing Strategies for Public Health Leaders♦

(5 cr.)
This course provides to students an overview of communication and social marketing strategies as they relate to public health, highlighting theoretical concepts that are commonly used in health communications and research. Topics include using communication theory, social marketing techniques, promoting health literacy, developing community partnerships, and creating culturally sensitive and appropriate promotional materials. Students focus on developing, implementing, and evaluating an abbreviated Public Health Communication Campaign by applying basic social marketing principles, such as the use of social media techniques, to identify and advance public health interests and address public health problems. Through their Public Health Communication Campaign, which is this course’s Scholar Practitioner Project, students examine how they can use marketing and communication practices to translate health research into social action and behavioral change.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.);1-443-627-7222 (toll)] for more information.

HLTH 8150 - The Art of Online Teaching

(5 cr.)
Higher education is undergoing a radical paradigm shift with the rapid growth of online degree, program, and course offerings. Educators are provided with the foundational skills necessary to successfully facilitate learning in an online environment in this course. They have the opportunity to acquire the essential pedagogical competencies to provide targeted instruction and accurately assess student work in a virtual setting. Through the exploration of simulated classroom interactions and creative problem-solving scenarios, educators experience how online learning leverages technology to enhance knowledge and skill development. Upon successful completion of this course, educators can demonstrate professional skills to meet the growing demand for facilitators of online learning and the potential to positively influence a global population of learners.

HLTH 8151 - Understanding the Adult Learner

(5 cr.)
Unique and distinctive skills are required to engage and teach adult learners. Education professionals will explore adult learning and developmental theory and the wide range of research that supports it, including andragogy and transformation, phase and stage developmental theories, and effects of gender and culture on adult learning. Educators will also be provided with the opportunity to reflect on the relationship of course
material with their own experiences as adult learners. Education professionals complete a variety of realistic assignments through which they practice communicating and presenting complex concepts, critique the work of major theorists, apply adult learning and development theories to educational practice, and construct their own positions on adult learning as scholar-practitioners.

HLTH 8152 - eLearning

(5 cr.)
Educators explore the theories, paradigms, trends, and issues in the field of eLearning. Research on eLearning is critiqued and analyzed as an ecosystem, including an examination of K-12, higher education, corporate, and personal learning communities. Current social and geopolitical trends and their impact on eLearning are analyzed. Delivery methods, human presence, and sustainability of eLearning design are investigated. Through this course, educators are provided with design and development experience through the creation of multimedia presentations in an eLearning environment.

HLTH 8153 - Online Teaching Simulation

(5 cr.)
In this simulation course, learners have an opportunity to practice the art of online teaching hands-on and to develop an online instructional presence that encourages positive student outcomes. In this unique practical experience, learners develop and reinforce the skills needed to succeed as an online instructor. Scholar-practitioners hone their online teaching skills by engaging in realistic classroom scenarios with guidance and feedback from experienced online faculty members and in collaboration with their peers. With careful oversight, mentoring, and coaching, learners practice and analyze online facilitation activities, including interacting through discussion boards, assessing student work, and posting announcements.

HLTH 8175 - Health Policy and Management

(5 cr.)
Methods for influencing and improving health outcomes of individuals and populations are at the forefront of health policy and management. With this in mind, the Department of Health and Human Services launched a national, comprehensive plan—Healthy People 2010—designed to promote health and prevent disease. Students in this course expand on these goals to develop a solid foundation for understanding the need for effective health policy and management and the role of the public health professional charged with influencing local, state, and federal policy. Students identify and assess components of organization, financing, and delivery of health services and systems in the United States. They engage in a variety of contextual and practical assignments focused on management theories, policy processes, systems thinking, strategic planning and
partnerships, quality and performance improvement, leadership, and organizational behavior. Students also consider the impact of global trends on public health practice, policy, and systems.

**HLTH 8201 - Principles of Population Health in Healthcare Administration**

(5 cr.)
An increasing need exists for healthcare administrators to address population-wide health issues. Developing evidence-based health programs enables healthcare to be addressed on a preventive basis at the community or service area level. In this course, students utilize clinical datasets and combine this knowledge with public health datasets concerning socioeconomic and behavioral influencers of health. Students analyze these influencers to determine effective, appropriate services, programs, and solutions to benefit the population as a whole. They discover health issues facing special populations, respond to case studies, and create program plans to improve population disease outcomes.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**HLTH 8202 - Survey Research Methods**

(5 cr.)
An in-depth study of a range of survey methods administered via in-person interview, self-report, phone interview, and Internet administration is introduced in this course. Topics will include survey design, administration, analysis, and addressing sources of bias. In this course, students will also review theoretical and empirical research on question and questionnaire effects. Students are prepared in the practice of writing questions and designing questionnaires, both in general and in light of existing research.

Prerequisites
- RSCH 8100
- RSCH 8200

**HLTH 8203 - Attitudes/Attitude Change**

(5 cr.)
Students in this course cover classic and contemporary models of attitudes, their functions, and how they are formed and maintained. The connection between attitudes and behavior and how attitudes are changed through the process of persuasion and cognitive dissonance are also examined.

Prerequisites
- HLTH 8247
HLTH 8205 - Assessing Community Needs for Health Education

(5 cr.)
It is important for health educators and other health professionals to understand the unique characteristics and health needs of a community in order to provide effective and relevant health education and services. Students in this course learn about the principles and processes of needs assessment and community capacity-building as a first step in the program planning process. Students learn about individual, small-group, and community-based assessments as well as quantitative and qualitative approaches. Students directly apply what they are reading and discussing in class to their own communities by conducting an assessment unique to their community. Other topics covered include use of primary and secondary data; selection and development of instrumentation to collect community data; interpretation and analysis of data, and prioritization of health education needs. Community mapping tools and other technology used in the assessment process are also explored.

HLTH 8207 - Grant Writing

(5 cr.)
Grant writing is a highly marketable skill that requires many nonprofit, educational, and community organizations to secure external funding in order to provide needed services to the community. In this course, students will explore the basic skills needed for grant writing including identifying potential funding sources, creating objectives and a need statement, preparing and justifying a budget, identifying appropriate assessment plans, and writing an executive summary. Course assignments will allow students to directly apply what they are reading and discussing by writing a full grant proposal based on an actual Request for Proposal (RFP).

Prerequisites
- RESI 8401

HLTH 8215 - Lifespan Development

(5 cr.)
Students in this course are provided with an advanced overview of human development through the lifespan, including prenatal, childhood, adolescent, adult, and late-adult phases. Students examine and apply basic processes and theories to developmental milestones that occur within these phases of development. They explore factors of heredity and environmental elements on human development, and they consider ethical issues, research considerations, and global perspectives as they assess strategies to promote optimal development. Students also engage in coursework and discussions that highlight themes of diversity and social change.
HLTH 8219 - Health Promotion and Educational Interventions in Diverse Populations

(5 cr.)
Through this course, students explore the planning and organization of health promotion programs for underserved, economically disadvantaged, and underrepresented populations. Students learn to design health promotion programs that consider the social, economic, and medical conditions influencing the health status of diverse populations. Throughout the course, students develop a health promotion project for a specific population, based on the intervention mapping process. Through this project, students analyze and integrate principles of social change and empowerment, summarize research that supports the decision-making process, and critique institutional and social systems. Students also have the opportunity to assess and discuss the future of health promotion, considering projections of needs over the next two decades.
Prerequisites
  • Foundational and core curricula

HLTH 8241 - Human Motivation

(5 cr.)
What are the factors that drive human behavior and in what ways can professionals harness this information to help individuals achieve their goals? Through the exploration of historical and contemporary theories and perspectives, students in this course have the opportunity to answer such questions and gain foundational knowledge of the study of human motivation. Students examine the physiological, psychological, learned, social, cognitive, and emotional aspects of motivation. They work toward developing a conceptual understanding of theories associated with motivation, which they apply to personal, professional, and contemporary social issues. Students engage in readings and assignments that incorporate themes of diversity as they relate to human motivation.

HLTH 8242 - Changing Health Behavior: Theory and Practice

(5 cr.)
Students in this course review past and current models of health behavior change, disease prevention, disease management, and relapse prevention. Students cover health-related issues, including dietary needs, tobacco and drug use, safer sexual practices, and stress management. In addition, they examine the analysis of behavior change within specific populations (young, elderly, cognitively impaired, etc.), and factors that predict or serve as obstacles to lifestyle change and adherence.
Prerequisites
  • HLTH 8745
HLTH 8247 - Social Psychology

(5 cr.)
Students in this course receive an overview of classic and contemporary topics in social psychology with a focus on how social contexts influence and shape individual behavior. Topics covered include research methods in social psychology, the relation of self and culture, person perception, attitudes and their relation to behavior, attribution theory, persuasion, conformity and obedience, interpersonal attraction, prejudice, aggression, group dynamics, intergroup relations, and multiculturalism. The course is presented with a focus on cross-cultural similarities and variations in the impact of context on behavior.
Prerequisites
- HLTH 8745

HLTH 8270 - Health Informatics and Surveillance

(5 cr.)
By addressing current trends and future applications in public health research, students develop advanced competency in health informatics and surveillance in this course. The key issues of data standards and integration, vocabularies and data transmission protocols, health information technology, surveillance systems, and the application of geographical information systems to situation awareness are addressed. Other topics include information architecture, public health records, electronic medical records, electronic health records, health information exchange, and database design, as well as information storage, security, and privacy.

HLTH 8300 - Law, Ethics, and Policy in Healthcare Administration♦

(5 cr.)
The rapidly evolving healthcare system presents the healthcare administrator with complex challenges and risks. Healthcare administrators must possess the skills needed to assess external and internal healthcare policies to influence organizational design and delivery of healthcare services. Students assess and discuss key policy initiatives from the diverse perspectives of policymakers, interest groups, and other stakeholders. Coursework focuses on required knowledge of laws and regulations developed by policymakers that impact the healthcare organizations and students will review key laws that govern patient care delivery, employee relations, contracts, and fraud. Emphasis will be placed on legal and regulatory failure points that administrators must avoid in designing and implementing policies and practices within the healthcare organization. To help frame these concepts, students examine the ethical underpinnings and principles that healthcare organizations and administrators follow in the delivery of services to patients.
♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
HLTH 8317 - Financing Public Health Systems

(5 cr.)
In this course, students will discover the importance in inter-organizational collaboration in the identification and resolution of public health concerns within communities. To this end, students will demonstrate the ability to integrate knowledge, approaches, methods, values and potential contributions from multiple professions and systems in addressing public health problems. Going a step further, the students will propose an inter-professional team approach to improving public health. The importance of ensuring strategic alignment with public health programs and services will be covered. Students will become familiar with sources of grant funding, common grant jargon and acronyms, types of grants, and best practices and red flags in grant writing. Students will apply a systematic approach to grant writing, which will culminate in the drafting of a public health Mock Grant Proposal. The proposal will address human, fiscal, and other resource needs to achieve strategic goals while creating new resources and revenue streams for the grantee.

HLTH 8331 - Crossing Borders: U.S. and International NGO Organizational Cultures and Environments

(5 cr.)
In this course, students study in depth the cultures, structures, and activities of NGOs in select countries and compare their activities, organizational cultures, structures, and working environments with nonprofits in the United States.
Prerequisites
- A course or direct experience in nonprofit management is strongly advised.

HLTH 8361 - Human Sexuality

(5 cr.)
Students are provided with a framework for understanding human sexuality in the context of couples, marriage, and family counseling in this course. Students explore empirically supported counseling approaches related to sexual functioning, intimacy, gender, and sexual orientation. They use a systemic framework for understanding the role and impact of sexuality on couples, marriages, and families. Students also explore and discuss specific topics related to issues of sexual diversity, and gender identity.

HLTH 8362 - Sexual Health and Well-Being

(5 cr.)
Students are provided with a framework for understanding human sexuality in the context of couples, marriage, and family counseling in this course. Students explore empirically supported counseling approaches related to sexual functioning, intimacy, gender, and sexual orientation. They use a systemic framework for understanding the
role and impact of sexuality on couples, marriages, and families. Students also explore and discuss specific topics related to issues of sexual diversity and gender identity.

HLTH 8392 - The Language of Leadership♦

(5 cr.)
In today's complex environment, leaders engaged in shaping public policy must know how to use the emotional as well as the intellectual power of language to motivate, inspire, and competently manage their organizations. In this course, students examine techniques, such as effective communication, used in dynamic leadership that affect conscious and unconscious influences on human behavior. Through discussions, group assignments, and individual projects, students apply theoretical and practical course content to demonstrate the necessary components for making effective human connections. Students also learn why stories, symbols, and metaphors are essential elements in the language of leadership.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HLTH 8400 - Public Health Leadership and Systems Thinking

(5 cr.)
Students in this course focus on leadership models and theories, the core principles of public health leadership, and the application of systems thinking to public health. Students examine how to create strategies and solutions from a systems and ecological perspective that efficiently utilize public health and healthcare resources. Students discuss descriptive and prescriptive systems, focusing on the application of these processes to current public health issues and challenges at the organizational and community levels.

HLTH 8401 - Healthcare Financial Management and Economics♦

(5 cr.)
In this course, students gain knowledge of economics principles such as cost, quality, and access as they relate to the healthcare world. The principles of healthcare financial management, including accounting and finance, are vitally important to the viability and ongoing operations of a healthcare business. Students have the opportunity to interpret and analyze the financial statements of a business, use and analyze financial ratios, utilize variance analysis, understand and implement operating and capital budgeting, and develop knowledge of the business planning process. Students create portions of a business/financial plan using these techniques and analyze the viability of their plan using accepted financial management tools.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
HLTH 8402 - Applied Leadership and Multicultural Perspectives in Public Health

(5 cr.)
In this course, students explore various definitions of public health leadership versus public health management. Students apply insights to current and future public health leadership roles, examine the strengths and limitations of the various theories and models of leadership, and consider which most resonates with their personal leadership philosophy. They reflect on the importance of cultural proficiency, apply a multicultural perspective for leadership in public health, consider negotiation and conflict resolution methods and reflect on the value of diversity in research. Students apply a systems thinking approach to public health leadership, and in doing so analyze their own personal leadership characteristics, values, and behaviors, assessing their own attitudes, beliefs, and implicit bias. They explore the importance of ethical decision making for effective public health leadership, engage in professional development planning, and apply public health leadership theory to design a system-level intervention.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HLTH 8405 - Ethics and Social Justice

(5 cr.)
Ethics is a foundational element of leadership. In this course, students examine the philosophy of ethics as well as responsibility and social justice—basic tenets of public service. Students explore the complex social, political, and related ethical challenges leaders face as they seek to meet the needs of diverse constituents. They examine ethics and social justice related to economic disparity, power, and privilege. Students also assess demographic data and current social trends and themes to understand, analyze, and address ethical and social justice issues that impact service delivery in a global community. Applying concepts presented in the course, students engage in an in-depth assessment of an emerging or persistent ethical or social justice issue, through which they demonstrate their ability to make recommendations for improvement or change.

HLTH 8410 - U.S. Healthcare Delivery System

(5 cr.)
Healthcare delivery is one of the largest industries in the United States. Students are provided with the opportunity to gain thorough insight into the current structure and components of health services and delivery; they are also presented with an abbreviated history addressing the nature of population illness and disease. Students identify and describe components of the system, including patients, healthcare professionals, public and private third-party payers, regulators, reimbursement methods, and technology. They engage in activities and discussions focused on the continuum of services related to healthcare, such as hospitals and hospital systems, ambulatory care, and long-term
Students also explore issues related to these services, such as wellness, prevention, and community and public health, for a comprehensive understanding of the system. Students contextualize their study through the examination of current factors and challenges as well as the impact these challenges have on delivery and management.

**HLTH 8412 - Health Education and Communication Strategies**

*(5 cr.)*

Effective communication plays a vital role in the diffusion of a health behavior or innovation. In this course, the health educator is introduced to a wide range of health communication strategies. Assignments will allow students to apply and evaluate the use of health education delivery methods for various populations and practice settings (i.e., community, clinical, worksite, global, schools). Principles and theories of health communication and behavior change will be applied to a variety of health education case studies. Students will also demonstrate how to design and communicate culturally tailored health information to an audience of their choice. They will also explore the use of emerging technologies and social media in delivering and promoting health education.

**Prerequisites**
- HLTH 8003
- HLTH 8110
- HLTH 8205
- RESI 8401

**HLTH 8415 - Organizational Development and Leadership**

*(5 cr.)*

The structure of healthcare organizations is complex and unique, and the behaviors within these organizations often have a direct impact on their success. Students in this course examine organizational behavior as well as the roles and responsibilities of management within healthcare organizations through the macro (organization-wide) perspective and micro (individual and team performance) perspective. Students also focus on understanding organizational values, mission, and vision; management and leadership principles to help navigate change; and effective delivery of services in an increasingly global environment. Students also learn and apply theories of organizational design, governance, and alternative organizational structures, and they consider the theory and practice of managing individuals and groups through motivation, communication, teamwork, leadership, organizational change, coalition building, negotiation, and conflict management and resolution. Through group assignments and personal assessments, students work toward developing self-awareness and effective management styles and strategies.

**HLTH 8420 - Health Economics**
Because of the complexity and uncertainty of the healthcare system, as well as the scope of resources consumed by health and health-related organizations, managers must appreciate the economic implications of decisions regarding allocation of resources. Students in this course examine the application of economic principles to managerial decision making regarding the amount, structure, and distribution of healthcare resources and services. Through discussions and application-based assignments, students build on their knowledge of economic principles as they examine the population’s demand for healthcare; the supply of organizations and practitioners; the role of insurance, moral hazard, and adverse selection; the practice of cost shifting; the structure, competitive nature, and dynamics of markets; differing objectives of for-profit and nonprofit organizations; variation in consumer access to and use of services; roles of uncertainty and information asymmetry; strategies for consumer cost sharing; and challenges that healthcare organizations face in pricing, producing, allocating, and distributing health services. Students also devote special attention to understanding how health services differ in a variety of competitive markets.

HLTH 8425 - Health Policy

The health of individuals as well as access to and delivery of health services in the United States depend on policy makers who make authoritative decisions based on legal standards, carried out at the federal, state, and local levels. Students in this course examine the process for developing and implementing policy at the various levels of the legal system, key stakeholders and interest groups involved in the health policy process, and how U.S. health policy changes over time. They also explore and discuss key health policy initiatives that address health issues in the United States, including Medicare and Medicaid; access to care and the uninsured; disease-specific efforts, such as HIV/AIDS and organ transplantation programs; emerging and re-emerging infectious diseases; terrorism and emergency preparedness; and funding issues associated with health policy. Applying course concepts, students complete practical assignments focused on various topical issues, such as stakeholder influence on the policy-making process, access to insurance and care, and pay-for-performance policies, among others.

HLTH 8430 - Healthcare Financial Management

This course is an introduction to the terminology, theory, concepts, and techniques used in the accounting and finance functions in healthcare organizations. Students gain an understanding of the important role of finance in healthcare organizations, and they learn various techniques to develop, manage, and control finances. Using an applied approach, students also learn how to develop, apply, and interpret various financial tools, including budgets, sources of revenue/reimbursement by payer, income statements, balance sheets, dashboards, statements of cash flow, pro formas, return on
investment analysis, financial ratios, capital budgeting, debt service and borrowing, depreciation, and cost allocation and cost accounting techniques. Additionally, students develop portions of a business/financial plan using these techniques and analyze the viability of their business/financial plan using accepted financial management tools.

HLTH 8431 - Finance and Budgeting for the Public Sector

(5 cr.)
Sound financial practices are crucial to managing scarce funds in both public and nonprofit operations. Students in this course examine finance and budgeting concepts, policies, and practices related to organizations as well as the fiscal climate within which they operate. They assess theories for motivating major fiscal-policy debates, and they explore and discuss auditing practices, tax systems, financial management, budgetary reform, financial technology systems, the use of dashboards for financial reporting, and the impact of globalization on finance and budget. Students read and analyze budgets, financial statements, and reports. They contextualize their learning as they apply knowledge gained from their analysis to develop a new budget and financial plan for either a public or private organization.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HLTH 8435 - Health Law and Ethics

(5 cr.)
Students in this course are provided with an overview of law, regulation, and court decisions that affect healthcare organizations, as well as ethical underpinnings and principles that healthcare organizations follow in the delivery of services. Students explore and discuss a variety of topics, including key federal and state laws; regulatory oversight and licensing of facilities and practitioners; credentialing requirements and processes; scope of practice for practitioners; admission and discharge processes; privacy and confidentiality of patient information; patient protection, including advanced directives; organizational liability; conflict of interest legislation; antitrust law; contract law governing relationships with employed physicians and other providers; risk management; and organizational governance issues, among others. Using case studies and hypothetical situations, students assess management roles and key ethical principles and challenges underpinning healthcare organizations.
oversight and licensing of facilities and practitioners; credentialing requirements and processes; scope of practice for practitioners; admission and discharge processes; privacy and confidentiality of patient information; patient protection, including advanced directives; organizational liability; conflict of interest legislation; antitrust law; contract law governing relationships with employed physicians and other providers; risk management; and organizational governance issues, among others. Using case studies and hypothetical situations, students assess management roles and key ethical principles and challenges underpinning healthcare organizations.

**HLTH 8440 - Application of Public Health and Behavior Change Theories**

(5 cr.)
Students in this course are presented with a comprehensive look at public health and behavior change theories that apply to community health education. Students review and assess predominant social and behavioral principles at the individual, interpersonal, and community levels. They discuss examples of how others have harnessed social marketing and communication technology to effect positive health behavior change in individuals and communities. Students learn to apply theories to public health research and practice.

**Prerequisites**
- RESI 8401

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**HLTH 8450 - Community Health Assessment**

(5 cr.)
Community health assessment and its application to program planning are covered in this course. Students learn to identify and prioritize problems, then assess and utilize community resources to address these problems. Topics include measuring selected determinants of community health status and health services use, classifying community assets, identifying data sources, and applying certain methods to maximize community participation. Students synthesize the results of a community health assessment to create a community diagnosis that serves as the basis for program planning and research design.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**HLTH 8451 - Public Policy Analysis**

(5 cr.)
Government officials, research programs, and NGOs are increasingly expected to make better and more transparent use of evidence in producing viable policy options within
highly complex policy environments that are heavily influenced by power and politics. Public policy analysis has been described as the art and craft of speaking truth to power (Wildavsky, 1987) in seeking ways to promote positive social change in these complex environments. Policy analysis within this context requires several distinct skill sets: an understanding of the policy context, technical knowledge and analytical tools to identify and apply evidence ethically and with professional judgment, an appreciation and engagement of the concerns and contributions of diverse stakeholders, and the ability to develop and communicate practical policy advice.

This course is framed around Bardach and Patashnik’s eightfold path, which lays out a series of iterative, not necessarily sequential, steps to follow when analyzing a policy issue and uses design thinking to guide the process. Students examine key concepts of public policy analysis through evidence-based research to locate issues in relation to theory and current trends. This course provides project-based opportunities to practice and gain the skills and knowledge to use evidence to shape policy more effectively.

Prerequisites

- MMPA 6116 or HUMN 8000 or HUMN 6000 or HUMN 8001 or SOCW 8002 or SOCW 8002W or MMHA 6000 or MMHA 6000A or HLTH 8003A or HLTH 8003 or HLTH 8003E or HLTH 8003B or NURS 8003

HLTH 8465 - Strategic Planning: Collaboration, Cooperation, and Coordination•

(5 cr.)
In an increasingly complex world, leaders and managers in public, private, and nonprofit organizations need to be strategic in planning and creating effective, collaborative programs and services. Students in this course explore the role and process of strategic planning, with an emphasis on collaboration, cooperation, and coordination within and among organizations. Students apply these concepts to real-life situations and organizations.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HLTH 8475 - Advanced Program Implementation and Evaluation

(5 cr.)
Students in this this course focus on the competencies required of the public health professional in planning for the design, development, implementation, and evaluation of community health promotion and disease prevention initiatives. Attention is given to needs assessment, logic models, and collaboration with stakeholders. Strategic approaches to planning, implementation, and evaluation with particular attention to study design and sampling are addressed. Health behavior theories are considered in the development of health promotion programs, the application of evaluation findings, and
prioritization of community concerns and resources.

Prerequisites

- RESI 8401

HLTH 8500 - Human Resources Management and Organizational Development and Leadership for Healthcare Administrators

(5 cr.)
Students in this course examine organizational behavior as well as the roles and responsibilities of management and leadership within healthcare organizations through the macro (organization-wide) and micro (individual and team performance) perspectives. Students also focus on understanding organizational values, mission, and vision; management and leadership principles to help manage change; and effective delivery of services in an increasingly global environment. They also learn and apply theories of organizational design, governance, and alternative organizational structures, and they consider the theory and practice of managing individuals and groups through motivation, communication, teamwork, leadership, organizational change, coalition building, negotiation, and conflict management and resolution. Through group assignments and personal assessments, students work toward developing self-awareness and effective management styles and strategies.

<> Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HLTH 8545 - Advanced Analysis of Community Health Data and Surveillance in Public Health

(5 cr.)
Students in this course cover the application of community health assessment, secondary data analysis, and the use of health informatics and surveillance for program planning. Students learn to identify and prioritize problems, and then assess and utilize community resources to address these problems. Topics include measuring selected determinants of community health status and health services use, classification of community assets, identification of data sources, simple and complex sampling designs, and application of certain methods to maximize community participation. Students will develop an understanding of statistical and epidemiological methodology to utilize secondary data to synthesize the results of a community health assessment and limitations to create a community diagnosis that serves as the basis for program planning and research design.

HLTH 8550 - Writing a Quality Prospectus

(5 cr.)
The focus of this course is on the process of writing the doctoral dissertation premise
and prospectus. The premise will guide students through their committee selection process. The prospectus will guide students through the stages of writing a dissertation—conducting a literature review, developing a problem statement and research questions, and evaluating research designs, methods, and types of analysis. The premise and prospectus that students write for this course will be for a possible dissertation topic. This exercise is the cornerstone of this course and will prepare students for working with their chosen dissertation topic.

**HLTH 8551 - Preparing for Dissertation**

(5 cr.)
The focus of this course is on the process of writing the doctoral dissertation premise and prospectus. The premise will guide students through their committee selection process. The prospectus will guide students through the stages of writing a dissertation—conducting a literature review, developing a problem statement and research questions, and evaluating research designs, methods, and types of analysis. The premise and prospectus that students write for this course will be for a possible dissertation topic. This exercise is the cornerstone of this course and will prepare students for working with their chosen dissertation topic.

**Prerequisites**
- RESI 8402

**HLTH 8573 - Child and Adolescent Health Issues**

(5 cr.)
Students in this course cover diseases and disorders in children and adolescents. Topics include diabetes, anorexia, headaches, epilepsy, burn injuries, cystic fibrosis, asthma, addiction, and adolescent obesity. Health promotion for children and adolescents is discussed, including cardiovascular health, nutrition, and exercise. Also covered are insights into special issues such as posttraumatic stress disorder, daily stress, sexually transmitted diseases, sleep disorders, and ethical and legal issues in pediatric and adolescent health psychology.

**Prerequisites**
- HLTH 8745

**HLTH 8574 - Women's Health Issues**

(5 cr.)
Students in this course cover diseases and disorders in children and adolescents. Topics include diabetes, anorexia, headaches, epilepsy, burn injuries, cystic fibrosis, asthma, addiction, and adolescent obesity. Health promotion for children and adolescents is discussed including cardiovascular health, nutrition, and exercise. Also covered are
insights into special issues such as post-traumatic stress disorder, daily stress, sexually transmitted diseases, sleep disorders, and ethical and legal issues in pediatric and adolescent health psychology.

Prerequisites
- HLTH 8745

HLTH 8701 - Cultural Psychology

(5 cr.)
Culture often has a profound influence on individual beliefs, personality development, and social behavior. Therefore, mental health professionals must have a fundamental understanding of the impact and psychological implications of culture. In this course, students focus on core themes of cross-cultural psychology—specifically, cultures representing different parts of the world and cultural influences on human psychology. Students explore the cultural components, research, and theory of cross-cultural psychology, and they assess the overall impact of culture on the field of psychology around the world. Additionally, they engage in readings and practical assignments to gain a better understanding of human development and the interactions between culture and social behaviors, health, mental health, and mental illnesses.

HLTH 8745 - Health Psychology

(5 cr.)
Health psychologists work toward positive change in healthcare and health behavior through the study of relationships between patients and providers, how individuals and groups adapt to illness, damaging health behaviors, health cognitions, and many other related issues. In this course students explore the field of health psychology with a focus on the biopsychosocial model. They discuss behavioral and biomedical theories as well as the effect of psychological (personality), behavioral (health behaviors and coping), and social factors (stress and physician-patient relationships) on physical health and wellness. Through the examination of current literature and peer discussions, students explore and address issues related to cardiovascular and immune health, including heart disease, stroke, cancer, and HIV/AIDS. They demonstrate their understanding of course material and consider how topics apply to their personal and professional life through the development of taskforce papers, a health brochure, and a final essay.

HLTH 8750 - Trends and Issues in Executive Level Management for Healthcare Administrators

(5 cr.)
Healthcare administrators, more than ever before, are facing challenges and opportunities, given the dynamic nature of the healthcare industry. In this seminar-style course, students address how executive-level managers leading complex health systems
can use strategic planning, risk management, and innovative business practices to take advantage of healthcare trends, as well as the current social and economic forces that guide strategic planning of healthcare systems. Students explore ways to improve Board of Director relationships, address financial challenges, and implement healthcare reform measures. As a result of this course, healthcare leaders are better able to visualize and address the quickly changing landscape of healthcare delivery per the guidelines outlined in the Patient Protection and Affordable Care Act of 2010. Students also have the opportunity to address the cultural issues that are present in the healthcare environment.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HLTH 8800 - Marketing Management and Business Communication♦

(5 cr.)
Students in this course analyze the four Ps of marketing—product, price, place, and promotion and how they affect the five Ps of healthcare marketing—physicians, patients, payers, public, and politics. The interrelationship of a healthcare organization’s strategic plan, business plan, and marketing plan is analyzed and social marketing will also be an area of focus. Students will practice effective oral and written business communication skills.
Prerequisites
- RESI 8402

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HLTH 8815 - Contemporary/Gerontology/Geriatric Psychology

(5 cr.)
Statistical data indicate that people are living longer and the number of older persons is continually increasing. As the population ages, society must prepare to address their needs. Students in this course are provided with a multidisciplinary approach to the study of aging in contemporary societies. Students examine the biological, psychological, social, and societal contexts of aging. They also explore the historical and cross-cultural perspectives on aging, social theories of aging, managing chronic diseases, cognitive changes associated with aging, mental health issues, sexuality, and social interactions. Through a series of taskforce reports on various topics, such as sexually transmitted diseases, substance abuse, and elder abuse, students apply course concepts and critically examine current issues in gerontology.

HLTH 8825 - Psychology of Gender
Gender has been the focus of many stereotypes developed over time; but how much does the biological sex of an individual actually influence one’s behavior, development, or emotions? Students in this course are introduced to theories and research on gender role expectations and their influence on the psychosocial developmental experience of women, men, and children. Students apply current gender research to understanding achievement, work, relationships, sexuality, violence, and physical health and illness. They also engage in readings and assignments that emphasize the responses of women and men to life stresses, women as clients in psychotherapy, and the increasing role of gender research in the mental health professions.

**HLTH 8830 - Psychology of Sexuality**

In this course, students explore sexuality through a variety of frameworks, including historical, psychological, sociological, anthropological, biological, public health, and media and cultural studies. Using a variety of theoretical perspectives, including essentialist and constructivist notions of sex, sexuality, and sexual identity, students examine traditional understandings of sexuality, including male and female sexual anatomy, physiology, and response; variations across the lifespan; sexual communication; love and interpersonal attraction; and sexual disorders. They also explore and discuss different expressions of sexual identity, including heterosexuality, homosexuality, and bisexuality as well as different expressions of gender identity from cross-cultural and interdisciplinary viewpoints. Students complete an integrative final paper incorporating research, ideas, and peer feedback from discussions on a topic related to the psychology of sexuality.

**HLTH 8840 - Health Policy and Management**

In this course, students examine the factors that influence and improve health outcomes of individuals and populations, with attention to the goals of Healthy People 2010 and the main components and issues of organization, financing, and delivery of health services and public health systems in the United States. Topics include management theories and processes, systems thinking, strategic planning and partnerships, quality and performance improvement, leadership, and organizational behavior. The policy process is addressed, as well as the advocacy role of the public health professional in influencing local, state, and federal policy. The impact of global trends on public health practice, policy, and systems is also considered.

**HLTH 9001 - Health Services Dissertation**

In this course, doctoral students have the opportunity to integrate their program of study into an in-depth exploration within an interest area through the completion of a
research study. Students complete the dissertation independently, with the guidance of a dissertation supervisory committee chair and committee members. They must also participate in an accompanying online course and complete a prospectus, proposal, Institutional Review Board application, and final dissertation paper and presentation. Once students register for HLTH 9001, they are registered each term until successful completion of the dissertation.

Students take this course for a minimum of four quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval.

To complete a dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

**Prerequisites**

- Foundational and core curricula
- Appointment of an approved dissertation committee chair
- RESI 8403

**HLTH 9101 - Dissertation**

*(5 cr. per term for a minimum of 4 quarters until completion)*

In this course, doctoral students have the opportunity to integrate their Program of Study into an in-depth exploration of an interest area that includes the completion of a research study. Students complete the dissertation independently, with the guidance of a dissertation supervisory committee chair and committee members, in a learning platform classroom in which weekly participation is required. Students complete a prospectus, proposal, Institutional Review Board application, and dissertation. Students take this course for a minimum of four quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval.

To complete a dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

**Prerequisites**

- RESI 8403
HMNT 1001 - Living and Learning in the Technological World

(6 cr.)
Imagine life without cell phones, television, or the internet. Recent technological developments have significantly altered all aspects of human life: at work; in play; and in personal, family, and social interactions. In this course, students examine the advantages, disadvantages, and controversies of living and learning in an ever-changing technological environment. By exploring multiple perspectives, students discover how technology is changing media, culture, business, health, human behavior, and overall access to information. In a dynamic, reflective, and engaging classroom environment, students use a variety of audio, visual, literary, and artistic resources, to engage in open dialogue. Students are also introduced to the tools essential to success at Walden. Students complete the course with a personalized success plan that provides a customized roadmap and tools that they can use immediately on their journey toward the completion of their bachelor’s degree.

Note: Virtual, cyber, digital, and asynchronous are used to describe online environments in this course.

Note about required first courses: Required first term course.

HMNT 1001A - Living and Learning in the Technological World

(6 cr.)
Imagine life without cell phones, television, or the internet. Recent technological developments have significantly altered all aspects of human life: at work; in play; and in personal, family, and social interactions. In this course, students examine the advantages, disadvantages, and controversies of living and learning in an ever-changing technological environment. By exploring multiple perspectives, students discover how technology is changing media, culture, business, health, human behavior, and overall access to information. In a dynamic, reflective, and engaging classroom environment, students use a variety of audio, visual, literary, and artistic resources, to engage in open dialogue. Students are also introduced to the tools essential to success at Walden. Students complete the course with a personalized success plan that provides a customized roadmap and tools that they can use immediately on their journey toward the completion of their bachelor’s degree.

Note: Virtual, cyber, digital, and asynchronous are used to describe online environments in this course.

HMNT 1050 - Humanities Through the Arts

(5 cr.)
Students in this course survey central themes of the humanities through the arts. They examine the interconnectedness of the arts, as well as a general overview of the philosophy and activities of such art forms as painting, photography, sculpture, literature, and architecture. In addition to participating in class discussions, completing short
exercises, and writing short essays, students are required to complete a term-long research project concerning a specific art form. The topic of the research project is to be chosen in consultation with the Instructor.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HMNT 1050C - Humanities Through the Arts♦

(3 cr.)
Students in this course survey central themes of the humanities through the arts. They examine the interconnectedness of the arts, as well as a general overview of the philosophy and activities of such art forms as painting, photography, sculpture, literature, and architecture. In addition to participating in class discussions, completing short exercises, and writing short essays, students are required to complete a term-long research project concerning a specific art form. The topic of the research project is to be chosen in consultation with the instructor.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HMNT 3001 - Modern Popular Culture♦

(3 cr.)
The study of popular culture is a way to understand the current values, beliefs, and cultural norms of modern society. In this course, students analyze the artistic and philosophical impact of contemporary media and popular culture. They explore graphic novels, film, advertising, television, cyber culture, and popular music. Demonstrating their understanding of course concepts in a final written project, students compare and contrast how different genres within a media type address specific issues. Students learn to analyze the ways in which social, political, and economic issues are evident in artistic and creative forms of expression in popular culture.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HMNT 3001C - Modern Popular Culture♦

(3 cr.)
The study of popular culture is a way to understand the current values, beliefs, and cultural norms of modern society. In this course, students analyze the artistic and philosophical impact of contemporary media and popular culture. They explore graphic novels, film, advertising, television, cyber culture, and popular music. Demonstrating their understanding of course concepts in a final written project, students compare and contrast how different genres within a media type address specific issues. Students learn to analyze the ways in which social, political, and economic issues are evident in artistic
and creative forms of expression in popular culture.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HMNT 3099 - What is Popular Culture?

(1 cr.)
Modern popular culture is a field of studies that analyzes the role of popular culture in society, how it affects social and political issues, and how those same issues influence the creation of popular culture. The communication of social issues through popular culture is called social issue messaging. As with any field of studies, or new endeavor, there are terms that may have one meaning in general discussion but have very different and specific meanings within the field. Without an understanding of these common terms and the ideas behind them, it is impossible to have a clear understanding, analysis, or communication with colleagues. In this course, students are introduced to the language and terms, along with key concepts, used to describe ideas within popular culture studies.

Note: Students who have previously taken HMNT 3001 - Modern Popular Culture will not receive credit for this course.

HRMG 3001 - Human Resource Management

(5 cr.)
This course is a comprehensive overview of human resource management for students. They discuss the role of human resources managers as strategic partners who focus on the mission and goals of an organization. Students examine traditional topics, such as job analysis and design, recruitment, selection, performance appraisal, training, staffing, career management, compensation, benefits, health and safety, and employee relations. They also evaluate technology-based resources that aid contemporary HR processes and responsibilities. Through case studies and practical exercises, students work toward gaining the skills that enable them to develop important employment policies and procedures, such as those addressing ethical and equal opportunity issues in regard to legal and environmental regulations.

Prerequisites
BS in Business Administration
- BUSI 1001 or BUSI 1002
All Other Programs
- BUSI 1002

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HRMG 4200 - Strategic Human Resource Management
Despite common misperceptions, human resource (HR) managers are tasked with more than hiring, firing, and managing employee benefits. In this course, students learn why it important for a company to adjust to the varying needs of both domestic and international clients as well as how HR management helps to ensure this happens through various activities, including sourcing in a global environment. Students examine how HR management functions and activities can be the key to long-term business success, strategically aligning corporate goals with those of stakeholders and all major areas of a business, including marketing, finance, technology, and operations. They compare and contrast HR management strategies, such as incentive cash and/or stock compensation programs, employee ownership, and nonmonetary rewards. Students also evaluate the impact such strategies have on employee motivation and retention.

Prerequisites
- HRMG 3001

HRMG 4201 - Strategic Human Resource Management

Despite common misperceptions, human resource (HR) managers are tasked with more than hiring, firing, and managing employee benefits. In this course, students learn why it important for a company to adjust to the varying needs of both domestic and international clients as well as how HR management helps to ensure this happens through various activities, including sourcing in a global environment. Students examine how HR management functions and activities can be the key to long-term business success, strategically aligning corporate goals with those of stakeholders and all major areas of a business, including marketing, finance, technology, and operations. They compare and contrast HR management strategies, such as incentive cash and/or stock compensation programs, employee ownership, and nonmonetary rewards. Students also evaluate the impact such strategies have on employee motivation and retention.

Prerequisites
- HRMG 3001

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HRMG 4202 - Human Resource Development and Change

Growth and innovation are important aspects of all organizations. To achieve this, companies must provide an environment conducive to diversity and change. They must also provide the opportunity for employees to learn the goals and mission of the organization. In this course, students learn how to promote and maintain such an environment through the process of human resources development and organizational
change, including training and development, leadership development, and performance improvement. Students engage in discussions, reflections, and group case studies, which focus on a variety of topics, such as learning principles, interventions, employee orientation and socialization, performance management and coaching, and diversity.

Prerequisites
BS in Business Administration
- HRMG 4201

All Other Programs
- HRMG 4201 or HRMG 4200

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HRMG 4203 - Human Resource Management: Analysis and Problems♦

(5 cr.)
Human resource (HR) managers possess a dual role with the responsibility of ensuring wellbeing of employees while maintaining the goals of company. To fulfill this role, HR managers must have a thorough understanding of the federal laws and regulations governing the workplace as well as compliance guidelines regarding employee regulations. In this course, students examine and discuss the role of federal regulations, including equal opportunity, sexual harassment, discrimination, and other employee-related regulations. They also explore the role of human resource management in regard to performance appraisal systems, compensation, and labor-management issues.

Prerequisites
- HRMG 4202

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HUMN 1010 - The Human Service Professional in a Changing World

(5 cr.)
Human services is a field that provides rewarding as well as challenging situations as professionals support a diverse range of clients in solving problems and working through difficult situations. Students in this course explore the historical development of the human services field, human services theories, the systems approach to human services, and the role of the human service professional. They examine a range of roles and areas of specialization available to those in the profession as well as related challenges, such as ethical and diversity issues when working with people in different populations. Applying foundational concepts, students also investigate trends in the field of human services, such as medical and mental health breakthroughs and changes in client populations.

Prerequisites
• PSYC 1001 or PSYC 1002 or PSYC 1003
• SOCI 1001

HUMN 1020 - The Humanitarian Professional in a Changing World♦

(5 cr.)
The social service and humanitarian services field provides rewarding and challenging situations as professionals support diverse populations in an effort to change the lives of individuals, families, and communities. Students in this course explore the profession and the role of a humanitarian professional in this increasingly diverse and complex world. As students explore the range of humanitarian efforts, they self-assess their own aspirations, abilities, skills, characteristics, ethics, and cultural identity in preparation for their future in the humanitarian profession. Students examine a range of roles, responsibilities, and social change efforts of humanitarian professionals. Students also explore ethical issues that can arise when working in diverse cultures around the globe. Applying foundational concepts, students also investigate current trends in the field of humanitarian service.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HUMN 1030 - The Human Services Professional Practitioner: The Humanitarian in Practice♦

(5 cr.)
The human services field provides rewarding and challenging situations as professionals support diverse populations in an effort to change the lives of individuals, families, and communities. Students in this course explore the profession and the role of a human services professional practitioner as a humanitarian in this increasingly diverse and complex world. As students explore the range of humanitarian efforts, they self-assess their own aspirations, abilities, skills, characteristics, ethics, and cultural identity in preparation for their future in the human services. Students also explore ethical issues that can arise when working in diverse cultures around the globe. Applying foundational concepts, students also investigate current trends in the field of human and humanitarian service.

Prerequisites
• HMNT 1001

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HUMN 2003 - Human Development: Adulthood♦
Adulthood represents a rich developmental experience including many significant life transitions. In this course, students explore the key theories, transitions, and applications of adult development. They examine the social, biological, and cognitive maturation processes that define development of adulthood into older age. Students engage in assignments designed to provide practical application of theories to specific transitions and topical issues, such as career changes, attachment and marital satisfaction, personality, retirement, and cognition. Applying concepts presented in the course, students discuss cross-cultural issues in development, emotional development, adult roles, memory, and physical aging.

**Prerequisites**
- PSYC 1001 or PSYC 1002 or PSYC 1003

★ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**HUMN 2004 - Motivation and Emotion★**

(5 cr.)
What drives people to do what they do? In this course students have the opportunity to answer this question as they explore basic theories of motivation and emotion. They also explore bodily needs, such as hunger, thirst, and sex, that drive people to action; concepts in motivation, such as achievement, altruism, and conflict; and concepts related to emotion, including happiness, hormonal influences, and mood. Students assess content and share different perspectives through peer discussions on related topics, such as sources of motivation, hunger and eating, need for power, extraversion, goals, and decision making.

★ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**HUMN 2005 - Social Influences on Behavior★**

(5 cr.)
Individuals are often influenced by others and by the social situations in which they find themselves. Students in this course examine the basic concepts and applications of social psychology, including attitudes, beliefs, and behavior; stereotyping; prejudice and discrimination; interpersonal relationships; group behavior; and the effect of environmental stress on behavior. They also learn how bias can sway objective conclusions as well as how ethical factors influence research in social psychology. Students apply principles and theories presented in the course to case studies and situations in daily life, including instances of stereotyping and discrimination. They also use these theories to understand strategies for helping others and reducing aggressive behavior.

**Prerequisites**
• PSYC 1001 or PSYC 1002 or PSYC 1003

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HUMN 2006 - Introduction to Addiction

(5 cr.)
Students in this course are introduced to the nature of addiction and the impairment in individuals who suffer from addictions. In this course, students review theories on substance disorders and approaches to identification, prevention, and treatment. Topics include historical perspectives, diagnoses, types of addictive behaviors, treatment, and current research.

HUMN 2007 - Developing the Helping Relationship

(5 cr.)
Human services professional practitioners must be able to demonstrate helping skills and approaches that lead to productive relationships with service users, no matter the context. These skills include basic communication skills, active listening, empathy, trust building, and cultural humility. Students in this course examine their existing skill set and then build on it through a series of written exercises, reflections, and interactive video-based responses to human services scenarios. They also receive instruction on holistic appraisal, collaborative advocacy, and goal setting as key activities in the helping relationship. The course culminates with students filming and evaluating themselves in the role of a practitioner engaging with a service user.
Prerequisites
• HUMN 1010 or HUMN 1020 or HUMN 1030

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HUMN 2010 - Introduction to Human Services Administration

(5 cr.)
Human services is a field that provides rewarding as well as challenging situations as professionals support a diverse range of clients in solving problems and working through difficult situations. Students in this course explore the historical development of the human services field, human services theories, the systems approach to human services, and the role of the human service professional. They examine a range of roles and areas of specialization available to those in the profession as well as related challenges, such as ethical and diversity issues when working with people in different populations. Applying foundational concepts, students also investigate trends in the field of human services,
such as medical and mental health breakthroughs and changes in client populations.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HUMN 2015 - Understanding the Ability in Disability♦

(5 cr.)
Working with people with disabilities represents an exciting and evolving opportunity for human services professional practitioners. In this introductory course, students use their practitioner lens to explore disability in the context of community inclusion and human rights. Students examine and debunk common myths related to disabilities before going on to trace the history of the disability system, including the abuse and neglect that occurred in 20th-century institutions. Students research different types of disabilities and the characteristics, challenges, and abilities inherent in them. Applied assignments involving simulations, legislative advocacy, and outreach to nonprofit leaders highlight the role of human services professional practitioners as partners and advocates. Students can come away from the course with a foundation for continuing their disability studies.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HUMN 2016 - Disabilities and Family♦

(5 cr.)
Working with an individual is only part of the human services professional practitioner's role. People with disabilities often have family members who support, grow, and learn alongside them. This course celebrates the human services professional practitioner as family partner. As such, students explore the family experience across the lifespan of the individual with disabilities, from diagnosis through transitions in services to adulthood and future planning. Throughout the course, students apply skills, strategies, and tools to two cases involving family members with different types of disabilities, family structures, and dynamics. They also become familiar with family-focused planning materials they can use in future practice.

Prerequisites
- HUMN 2015

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HUMN 2050 - Understanding Urban Culture and Community Assessment♦

(5 cr.)
Human services professional practitioners must understand the communities in which
they live and work, as well as the state of the financial and human assets and limitations of their organizations, in order to respond to needs and provide services. This course gives students a foundation in historical and sociological perspectives on urban environments and the people who inhabit them. Students trace demographic and economic shifts across time and explore wealth inequality. This background informs the needs and issues students will see every day as human services professional practitioners, no matter whether they practice in rural, urban, or suburban areas. Students then explore innovative solutions with which to address identified needs in their communities.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HUMN 3010 - Crisis and Positive Intervention

(5 cr.)
In this course, students examine situational procedures and techniques necessary in defusing situations identified as crises. Students work toward gaining skills to evaluate crisis experiences by combining active listening with an understanding of crisis patterns. Through class activities, such as case studies and comparative analyses, they learn how to work through difficult emotional, social, and health crises. Students also assess concepts and share perspectives through peer discussion on related topics, such as intervention models and strategies; system crisis intervention; collaboration; countertransference; secondary traumatic stress disorder and vicarious trauma; burnout prevention; and referral resources.

Prerequisites
- HUMN 1010 or HUMN 1020 or HUMN 1030

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HUMN 3011 - Addictions Assessment

(5 cr.)
The focus of this course is learning a systematic, multidisciplinary approach to the assessment and interpretation of data collected from clients with addictions. The most current screening, assessment, and documentation approaches will be reviewed.

HUMN 3012 - Prevention and Treatment of Addiction

(5 cr.)
Models and theories of addiction are covered, as well as various treatment approaches. Prevention in various settings is addressed, including the etiology, patterns, and risk factors of addiction, as well as strategies for prevention. Treatment methodology,
treatment planning, goal setting, and evaluation are also addressed. The multicultural context of addiction and client diversity are included.

**HUMN 3013 - Person-Centered Planning and Case Management**

(5 cr.)
This course is designed to provide students with practical skills for organizing and brokering community resources in the human services case manager role. Throughout the course, students work with diverse service users to develop a person-centered service plan. As such, they engage in needs assessment, goal setting, advocacy, and service coordination while also considering the ethical and legal responsibilities of the case management relationship. They then justify their plan based on the unique needs and sociocultural factors of the service user.

**Prerequisites**
- HUMN 1010 or HUMN 1020 or HUMN 1030
- HUMN 2007

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**HUMN 3015 - Child and Family Relationships**

(5 cr.)
In the 21st century, human services professional practitioners must be adept at working with a diverse range of families to assess their needs and connect them with appropriate resources. In this course, students explore the skills needed to build relationships with families, as well as the cultural, ethical, and legal considerations inherent in those relationships. Students directly apply their knowledge and skills to family scenarios and ultimately generate an in-depth plan for one fictional family. Students also consider human services careers associated with children and families that they may work toward.

**Prerequisites**
- HUMN 1030
- HUMN 2007

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**HUMN 3017 - Proactive Intervention Strategies for People With Disabilities**

(5 cr.)
Students in this course explore proactive intervention strategies to prevent undesirable behaviors and promote goal behaviors in people with intellectual and developmental disabilities. While acknowledging reactive strategies, the course focuses on proactive
strategies to manage behavior and support independence. Emphasis is placed on understanding why certain behaviors occur in order to appropriately move toward the goal behavior. Other topics include how to operationally define and measure behavior; how to identify antecedents, consequences, and functions of behavior; and how to use a person-centered approach when developing a behavior support plan. For the final project, students generate a behavior support plan based on a fictional case and consider methods for implementing, monitoring, and adapting the plan over time.

**Prerequisites**
- HUMN 2016

>C aution: Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.);1-443-627-7222 (toll)] for more information.

**HUMN 3018 - American Sign Language and Communication Behavior**

(5 cr.)
Learning to communicate in another language takes practice. American Sign Language is the language used by the Deaf and hard of hearing community. Students in this course have the opportunity to learn the basics of American Sign Language, including fingerspelling, ASL vocabulary, emergency signs, counting, and how to communicate everyday needs. Students also explore communication behavior, including facial grammar and body shifting. Students will examine the origins of sign language and develop an understanding of the Deaf community.

>C aution: Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.);1-443-627-7222 (toll)] for more information.

**HUMN 4001 - Case Management for Persons in Need**

(5 cr.)
This course is designed to provide students with practical skills for organizing and brokering community resources for human service clients. This will include emphasis on needs assessment for different client communities, developing plans for comprehensive care services, and utilizing formal and informal networks to maximize client access to services. Emphasis will be placed on interagency coordination as well as human service community resource building to achieve success in service delivery.

>C aution: Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.);1-443-627-7222 (toll)] for more information.

**HUMN 4002 - Effective Human Services Interviewing**

(5 cr.)
This course is designed to provide students with basic skills for directly interfacing with a diverse community of clients. This will include emphasis on active listening,
paraphrasing and summarizing, and respecting clients’ cultural backgrounds in all aspects of information gathering. Emphasis will be placed on understanding the roles of different types of interviews, and the differing functions of open or closed questions for addressing distinct problems in living and areas of need that clients present.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HUMN 4003 - Measuring Effectiveness of Human Services Delivery♦

(5 cr.)
Human service professionals engage clients with a variety of needs. How can students be certain, though, that their services are effective in preventing recidivism in a population of drug-addicted persons, or that they have provided the necessary life skills training for a homeless person to transition into the workplace? This course is designed to provide skills for community needs assessment, program development, design, implementation, and evaluation across a variety of human services domains. Specific focus will be given to planning quality measures that demonstrate a program's effectiveness to all key stakeholders.

Prerequisites
- PSYC 2010 or HUMN 1010 or HUMN 1020 or HUMN 1030

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HUMN 4004 - Brain and Behavior♦

(5 cr.)
The study of the brain and how it functions has contributed significantly to the understanding of how people react and adapt to their environments. In this course, students examine basic brain physiology and learn how the brain functions to control behavior. Students explore specific applications of brain structure to memory and attention, sensation and perception, development, socialization, motivation and emotion, and socialization. They apply concepts and theories about the brain to psychological health and well-being.

Prerequisites
- PSYC 1001 or PSYC 1002 or PSYC 1003

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HUMN 4005 - Case Management and Addictions♦
Students in this course explore the definitions and methodologies of case management services. The course is designed to provide students with the most up-to-date research and clinical applications of services management in the practice of addictions counseling.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HUMN 4008 - Intergroup Conflict and Peace Building♦

In a world encumbered with conflict, tension, and injustice, strategies for building peace are essential. In this course, students assess theories and principles of conflict management and resolution. They examine and employ theories and applications of intergroup dynamics; principles and underlying philosophies of non-violence; and social science principles to understand conflict and promote peace. Students gain practical experience applying principles of peace building to proposing solutions for contemporary, individual, and social issues.

Prerequisites
- PSYC 1001 or PSYC 1002 or PSYC 1003

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HUMN 4009 - Cultural Humility and Diversity♦

Learning to work effectively with diverse individuals and communities requires a clear understanding of one’s own culture, status, and power in society, as well as the values and beliefs of others. In this course, students recognize, reconstruct, and analyze the unique cultural setting out of which they themselves developed. Students then apply this self-awareness to their interactions, both within the course and in their personal and professional lives. Through directed journaling and applied assignments, students explore how to recognize bias, oppression, and power imbalances as they exist in our everyday lives and gain a broad understanding of the importance of cultural humility. Students leave the course with an action plan for how best to continue their own growth as well as apply their new understandings as social change agents engaged in multicultural practice.

Prerequisites
- HUMN 1010 or HUMN 1020 or HUMN 1030

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
HUMN 4010 - Mental Health Crisis Response♦

(5 cr.)
The ability to effectively respond to people in mental health and substance use crisis is especially important for professionals on the front lines of human services. In this course, students study how to identify the signs and symptoms of mental health and substance use disorders in adults. They then analyze and apply approaches to deescalate scenarios involving various mental health problems and contexts. By the end of the course, students have a set of guidelines to follow and referral resources to use in the practice of mental health crisis response in their own communities and workplaces.

Prerequisites
- HUMN 1010 or HUMN 1020 or HUMN 1030

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HUMN 4015 - Advocacy, Policy, and Disability Law♦

(5 cr.)
Human services professional practitioners who assist individuals and families in need of disability services must navigate complex federal, state, and local laws, as well as the regulations and policies that govern those who receive disability services. Students in this course explore the laws and policies that ensure equal access to services for those who have varying disabilities. Students examine legal cases, identify areas within disability services that require support and advocacy, and explore how this drives policy. Students examine the intersectionality of advocacy, policy, and disability law to help meet the needs of those who require disability services and those who work in the field of disabilities.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HUMN 4020 - Advocacy in the Global Community♦

(5 cr.)
Students in this course explore how groups and organizations are making a difference by serving the global community. Students examine the function, operation, and relationship between organizations that address global issues, such as disaster relief, HIV, hunger, education, women’s rights, and healthcare; such organizations include intergovernmental organizations (IGOs) and nongovernmental organizations (NGOs). Students examine the strategies and techniques that successful organizations use in responding to global challenges. They also consider current issues that have potential to become global crises, and they discuss the future of public service in the global community. Applying concepts of service and related governance issues, students
complete a final research project on a major issue currently affecting the global society.

Prerequisites
- HUMN 1010 or HUMN 1020 or HUMN 1030

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HUMN 4030 - Mental Health Crisis Response for Children and Adolescents♦

(5 cr.)
[Under development]
Prerequisites
- HUMN 1030
- HUMN 2007

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HUMN 4303 - Trends and Issues in School-Age Children♦

(5 cr.)
By understanding the relationship between children’s health, culture, and socioeconomic status, in addition to related trends and issues, professionals who work with school-age children are in a better position to address and respond to these issues and related challenges effectively. Education professionals in this course critically examine selected issues and trends related to school-age children, such as technology/media, bullying, gender, abuse prevention, drugs/alcohol, obesity/eating disorders, stress, peer relationships, and school success. They demonstrate their understanding of course concepts through various applications, including the creation of an informative brochure for the purpose of explaining topical issues on health and wellness to parents and other stakeholders.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HUMN 4304 - Trends and Issues in Adolescence♦

(5 cr.)
Physical changes and social pressures make adolescence a challenging time for many teens; therefore, it is important for professionals to be aware of current trends and critical issues that affect the mental and physical well-being of this age group. Education professionals in this course examine and discuss selected issues and trends related to adolescents, such as technology/media, cyber-bullying, gender, sexual orientation, drugs/alcohol, obesity/eating disorders, depression, self-injury, suicide, teenage pregnancy, and school success. Applying course concepts, education professionals
engage in practical exercises, such as research analyses through which they explore the connections between topical issues and the larger world as they affect adolescents and their transition into adulthood.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HUMN 4402 - Planning and Budgeting

(5 cr.)
Planning and applying effective budgeting strategies are critical elements in managing corporate and government criminal justice organizations. In this course, students have the opportunity to gain fundamental skills for effective management while focusing on short- and long-term financial analysis as well as on policy and budget creation. They complete practical application assignments, focusing on issues of plan development, grant sources, and different tasks and challenges related to budgeting. Students also engage in discussions with peers on a variety of topics, such as the public and private budgets, strategies, financing, forecasting, and ethical issues related to public budgeting.

HUMN 4920 - Capstone

(5 cr.)
In this course, students synthesize information and experiences gathered over the course of the Bachelor of Science in Human Services program. Students will identify a human service gap in their local area and develop a detailed proposal for addressing the needs of the client population who are affected. This will include a background literature review, description of the problem area and the history of the community's response, and a detailed plan for addressing the gap with attention given to multicultural considerations. In accordance with Walden University's mission, students will be expected to demonstrate clearly the social change implications of the plan that they develop.

Prerequisites
- All required core and concentration courses

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HUMN 5011 - Interviewing and Case Management in Human and Social Services

(5 cr.)
The first step in helping individuals, families, organizations, and communities is to form effective helping relationships. These relationships are characterized by the ability to connect with clients and those around them through demonstrating empathic caring, respect for people and institutions, and genuineness that leads to perceived trustworthiness. Just as an ERG is a unit of energy in physics, Empathy, Respect, and
Genuineness (ERG) is the unit of energy in helping relationships. In this course, students will learn how to talk with people in ways that demonstrate empathy, respect, and genuineness while obtaining the kind of information required to help clients identify their unmet needs and participate in finding ways to meet them. Students will participate in mock interviews and will participate in critiques of their own work along with their instructor. Students in this course will also focus on the essential functions of case management including how to write up important case notes appropriately with special attention to ethical and legal issues. While the basic principles underlying an effective helping relationship may be close to universal (ERG), the actual process of demonstrating them could vary greatly across cultures or countries; therefore, student will explore how this might differ in a different setting and among different professions.

**HUMN 5100 - Introduction to Mental Health Counseling**

(5 cr.)
Students are introduced to the mental health counseling profession in this course. The history, philosophy, and theoretical foundations of the profession, and the scope of practice, credentialing, and other professional issues are explored. In this course, the focus is on the student as a future mental health counselor, and students receive an overview of the mental health counseling program, the profession, and professional competencies.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**HUMN 5103 - Introduction to Addiction**

(5 cr.)
Students in this course are introduced to aspects of professional functioning as an addiction counselor, including but not limited to: role setting of addiction counselors; history, philosophy, and trends in addictions counseling; professional standards for addictions counselors; effects of crises and trauma-causing events on persons with addictions; self-care; and ethical and culturally sensitive practice of addiction counseling. Students also explore competencies, credentialing, and other professional issues. The student explores the future as an addiction counselor and an overview of the addiction counseling profession.

**HUMN 5150 - Helping Individuals, Organizations, and Communities**

(5 cr.)
This course is designed for students to receive a doctoral-level foundation in the history and development of the various human services professions. Students integrate information from various specializations, in areas such as counseling, social work, psychology, family studies, and criminal justice. Examining both the strengths and weaknesses of the human services delivery systems, students will review the origins of
the profession as well as its various responses to the changing needs of society. Students can begin to develop their identities as leaders, researchers, and best practices informants in the area of human services. They do this through critical literature reviews related to research, policy, and practice; discussions about human services and contemporary society; and course assignments. The focus of this course is on the competencies and ethics of human services professionals.

HUMN 5152 - Human Services Administration

(5 cr.)
Diminishing resources are compounding the societal challenges facing human services agencies today. In this course, students will examine the core competencies that human services administrators need to address these challenges and make a greater difference in the communities they serve. A broad range of skills and innovative approaches will be discussed, including cross-agency collaboration, stakeholder communication, supervision of people and processes, creation and implementation of policies, and strategic planning and management. Through course discussions, applications, and critical literature reviews, students can demonstrate knowledge and skills that are directly translatable to their current work environment. In addition, they will explore how administration of Human Services organizations would differ across different cultures or societies. In addition to using case studies and access to a virtual city to bring life to the readings by giving students a chance to apply the material in complex situations, students will also use part 2 of a graphic novel that started in a prior course to help them see the transition from a focus on individuals and families to a focus on organizations and communities. In addition, students will participate in group activities that don't require synchronous communications as each student will be responsible for their own project, but they will also participate in feedback and critiques of group members’ presentations and final projects.

HUMN 5160 - The Advanced Human Services Practitioner in a Changing World

(5 cr.)
As leaders, advanced human services professional practitioners can inhabit many roles: generalist, planner, advanced case manager, advocate, humanitarian, and outreach worker. Throughout this course, students try on these roles in response to authentic human services scenarios in settings within a fictional community. In each scenario, they observe advanced human services professional practitioners applying role-specific strategies, approaches, and theories to help service users. Students also assess their current knowledge, skills, and abilities in relation to each role, as well as the values and experiences they bring to the profession. By the end of the course, students develop and refine a professional identity statement as a leader in the human services profession and examine self-care strategies relevant to the work of an advanced human services professional practitioner.

Students may take this as a non-degree course, which means they do not have to be enrolled in a
HUMN 5161 - Assessment, Triage, and Motivational Interviewing♦
(5 cr.)
Advanced human services professional practitioners frequently work with service users who are experiencing crisis and are in need of assessment to determine their level of care and to assist them with establishing and achieving goals. In this course, students develop motivational interviewing skills to help service users identify and self-motivate to achieve the goals they desire. Students apply motivational interviewing skills, such as open-ended questioning, affirming, reflective listening, and summarizing, to authentic human services case studies in the context of assessment. Students also have an opportunity to develop supervisory skills by providing constructive feedback on their peers’ motivational interviewing and assessment skills.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HUMN 5162 - Cultural Humility and Diversity♦
(5 cr.)
Students in this course examine the theory, philosophy, and practice of working with diverse populations, with a focus on the interplay between individual and unique cultures within societies and organizations attempting to move toward equality and cultural humility. They explore cultural issues and ethics related to economic disparity, power, privilege, and social justice. Students also explore the complex social, political, and related ethical challenges advanced human services professional practitioners face as they seek to meet the needs of diverse populations. Applying concepts presented in the course, students engage in in-depth assessments of emerging or persistent ethical or social justice issues, through which they demonstrate their ability to empower, support, and connect service users with community resources. Throughout the course, students engage in readings, case studies, and practical assignments to build skills to work in multicultural environments and participate in an immersive experience with a specific culture to further develop their cultural humility.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HUMN 5200 - Cross-Cultural Ethics in Human Social Services
(5 cr.)
In this course students will examine the philosophy of ethics and social justice, with a focus on the interplay among race, religion, and culture within and between different societies and organizations. Students will explore the complex social, political, and related ethical challenges Human Services professionals face as they seek to meet the
needs of diverse populations. They will examine ethics and social justice related to economic disparity, power, and privilege. Applying concepts presented in the course, students will engage in an in-depth assessment of an emerging or persistent ethical or social justice issue, through which they will demonstrate their ability to make recommendations for improvement or change. They will engage in readings, case studies, and practical assignments to gain a better understanding of the interactions between culture, ethics, and social behaviors.

**HUMN 5202 - Theories, Treatment, and Case Management of Addiction**

(5 cr.)
Students in this course explore treatment intervention and case management strategies for addiction counseling, using various models of treatment, recovery, relapse prevention, and continuing care for addictive disorders. They learn treatment principles and philosophies of addiction-related programs, and they increase self-awareness as addiction counselors by assessing their own limitations; recognizing when they need additional resources and support; and knowing when and where to refer clients when appropriate. In addition, students examine substance abuse policies and regulatory processes that influence service delivery in addiction counseling.

**HUMN 5203 - Psychopharmacology and Biopsychosocial Considerations**

(5 cr.)
The potential for addictive disorders to present like a variety of medical and psychological disorders is common. In this course, students examine how to treat addictions that may coexist with depression, anxiety, bipolar disorder, obsessive-compulsive behavior, and other psychological disorders as described in the DSM-IV-TR. They survey a spectrum of psychotropic medications and their use in the treatment of mental, behavioral, and addictive disorders. Students also explore factors that increase the likelihood for a person, community, or group to be at risk for psychoactive substance use disorders. Through this course, students gain an understanding of the basic classifications, indications, and contraindications of commonly prescribed medications so that they make appropriate referrals within treatment teams.

**HUMN 5204 - Assessment in Counseling and Addiction**

(5 cr.)
Students in this course receive an overview of the different types of diagnostic and assessment tools used in addictions counseling based on professional standards for testing. Students engage in a comprehensive examination of psychometric properties used to develop and evaluate these instruments. They learn various models and approaches to clinical evaluations for addictive disorders and examine the appropriate use of assessments for addictions. Moreover, students learn how to assess for a
biopsychosocial and spiritual history, and they address ethical, legal, and sociocultural
issues, including cultural bias and fairness.

HUMN 5205 - Introduction to the Nonprofit Sector

(5 cr.)
Nonprofit organizations (NPOs) can serve to positively affect people's lives through
social change, but they require leaders who have a fundamental understanding of the
nonprofit sector, including related ethical, legal, and global perspectives. Students in this
course explore these viewpoints as well as the history, foundations, and types of NPOs.
They also examine the diverse political, social, and economic contexts within which
NPOs exist. Students explore and apply marketing, public relations, and communication
concepts and strategies to case studies and contemporary situations. Gaining practical
insight, students also apply theories presented in the course to the development of a
concept paper guiding the development of a nonprofit organization.

HUMN 5210 - Management and Leadership Development in Human Services

(5 cr.)
Public and nonprofit leaders in all areas of public administration require a thorough
understanding of the expectations of their roles as leaders and managers of diverse and
complex organizations. Students use theoretical and applied perspectives from which
they study the intricacies of these roles, including the distinction between leadership and
management, organizational culture, change management, systems theories, and
organizational development. Students gain a practical understanding of these topics
through the application of principles and concepts to public and nonprofit organizational
settings in different cultures and societies depicted in case studies, a virtual city
environment, and through relevant material provided by students themselves. Students
will also explore how to promote interprofessional collaboration within and among
organizations.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a
program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more
information.

HUMN 5215 - Lifespan Development

(5 cr.)
Students in this course have an overview of development through the lifespan, including
childhood, adolescence, adulthood, and aging experiences. Physical, social, emotional,
and cognitive issues are covered, as well as the expected developmental milestones
during each of these phases of development. The latest research in attachment theory,
brain research, and aging is included, and themes of diversity issues related to
developmental research are highlighted throughout the course.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a
HUMN 5316 - Techniques of Counseling

(5 cr.)
Students in this course focus on principles and skills related to interviewing and observation as well as related legal, ethical, and cultural issues. Students gain practice in conducting interviews, making behavioral observations, collecting and interpreting data during an interview, and developing written reports of findings.

Note: In addition to the course materials listed by the university bookstore, this course also requires that students have access to a video recording device, a tripod, and an audio recording device, which they will begin using the first week of class.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HUMN 5722 - Theories of Counseling

(5 cr.)
This course introduces theories of counseling and psychotherapy to prepare students to conceptualize problems and respond with appropriate, evidence-based interventions and techniques. Students will become familiar with the origin, key concepts, and interventions and techniques of each of the theories presented. Students will develop an awareness of how counseling theories drive the treatment process and apply theories to diverse case studies. A major focus of this course is to support students as they develop their personal theoretical orientation.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HUMN 5723 - Multicultural Counseling

(5 cr.)
Students can increase their sensitivity, awareness and knowledge of, and skills related to multicultural counseling and working effectively with diverse clients in this course. Students explore how their own cultural development, biases, values, and strengths impact the development of their counseling approach. Embracing diversity and various client identity issues and their impact on the counseling relationship are foundational to the course. The application of traditional theoretical orientations and current multicultural theories to culturally diverse groups is also addressed. Topics include age, race, gender, sexual orientation, religious preference, physical disability, social class, ethnicity and culture, culturally sensitive diagnosis and assessment, and family patterns.

Prerequisites
- Counseling Residency I
Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HUMN 6000 - Foundation of Graduate Study in Human Services

(3 cr.)
The purpose of this course is to introduce students to Walden University and to the requirements for successful participation in an online curriculum. It provides a foundation for academic and professional success as a scholar-practitioner and as a social change agent. Topics include the relation of the mission and vision to professional goals; development of the program of study and Professional Development Plan; strategies for online success; introduction to the online library; and introduction to critical thinking, professional writing, and academic integrity. Course assignments focus on practical application of writing and critical-thinking skills and the promotion of academic excellence.

HUMN 6011 - Interviewing and Case Management in Human and Social Services♦

(5 cr.)
The first step in helping individuals, families, organizations, and communities is to form effective helping relationships. These relationships are characterized by the ability to connect with clients and those around them through demonstrating empathic caring, respect for people and institutions, and genuineness that leads to perceived trustworthiness. Just as an ERG is a unit of energy in physics, Empathy, Respect, and Genuineness (ERG) is the unit of energy in helping relationships. In this course, students learn how to talk with people in ways that demonstrate empathy, respect, and genuineness while obtaining the kind of information required to help clients identify their unmet needs and participate in finding ways to meet them. Students will participate in mock interviews and critiques of their own work along with their instructor. Students in this course also focus on the essential functions of case management, including how to write up important case notes appropriately with special attention to ethical and legal issues. While the basic principles underlying an effective helping relationship may be close to universal (ERG), the actual process of demonstrating them could vary greatly across cultures or countries; therefore, students explore how this might differ in a different setting and among different professions.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HUMN 6100 - Introduction to Research and Evaluation in Human and Social Services♦
To be effective professional helpers, practitioners need to have a working knowledge of how research informs practice. This is becoming even more important as the emphasis on evidenced-based practice increases across all fields that provide human and social services. Students will explore different approaches to research and evaluation and will demonstrate the ability to find, critically read, and integrate relevant research articles from trustworthy sources. In addition, they will use case studies, discussions, and readings to help see the connections between theory, research, and practice and how applications might differ in different cultures and across different professions. They will also identify important ethical considerations related to conducting and reporting research results, especially in the context of program evaluations.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HUMN 6111 - Leadership and Organizational Change

(5 cr.)
Successful organizations in a rapidly changing and complex world require leaders who embrace change and are able to engage others in change. Students examine theories and models of leadership and organizational change, as well as consider the relationship between leadership and organizational change. They explore qualities, characteristics, and skills of effective leaders, ethical issues and standards, opportunities and challenges related to leading diverse organizations through change, and the contribution of leadership and organizational change to social change.

HUMN 6145 - Crisis Management

(5 cr.)
In this course, counselor educators learn the fundamentals of crisis management and crisis leadership. In addition, students develop an understanding of the theories and models related to crises, disasters, and other trauma-causing events. Students also learn about ethical, legal, and diversity considerations in crisis and trauma response. By the end of the course, students understand models for training and supporting other counselors in the areas of crisis response applicable to community, national, and international crises. Students develop a crisis management plan for their own community.

HUMN 6150 - Helping Individuals, Organizations, and Communities: Introduction to Human Services

(5 cr.)
This course is designed to provide a doctoral-level foundation in the history and development of the various human services professions. Students integrate information from various specializations, in areas such as counseling, social work, psychology, family
studies, and criminal justice. Examining both the strengths and weaknesses of the human services delivery systems, students review the origins of the profession as well as its various responses to the changing needs of society. Students can begin to develop their identities as leaders, researchers, and best practices informants in the area of human services. They do this through critical literature reviews related to research, policy, and practice; discussions about human services and contemporary society; and course assignments. The focus of this course is on the competencies and ethics of human services professionals.

**HUMN 6152 - Human Services Administration**

(5 cr.)
Diminishing resources are compounding the societal challenges facing human services agencies today. In this course, students will examine the core competencies that human services administrators need to address these challenges and make a greater difference in the communities they serve. A broad range of skills and innovative approaches will be discussed, including cross-agency collaboration, stakeholder communication, supervision of people and processes, creation and implementation of policies, and strategic planning and management. Through course discussions, applications, and critical literature reviews, students can demonstrate knowledge and skills that are directly translatable to their current work environment.

**HUMN 6160 - The Advanced Human Services Professional Practitioner in a Changing World**

(5 cr.)
As leaders, advanced human services professional practitioners can inhabit many roles: generalist, planner, advanced case manager, advocate, humanitarian, and outreach worker. Throughout this course, students try on these roles in response to authentic human services scenarios in settings within a fictional community. In each scenario, they observe advanced human services professional practitioners applying role-specific strategies, approaches, and theories to help service users. Students also assess their current knowledge, skills, and abilities in relation to each role, as well as the values and experiences they bring to the profession. By the end of the course, students develop and refine a professional identity statement as a leader in the human services profession and examine self-care strategies relevant to the work of an advanced human services professional practitioner.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**HUMN 6161 - Assessment and Motivational Interviewing**

(5 cr.)
Advanced human services professional practitioners frequently work with service users
who are experiencing crisis and are in need of assessment to determine their level of care and to assist them with establishing and achieving goals. In this course, students develop motivational interviewing skills to help service users identify and self-motivate to achieve the goals they desire. Students apply motivational interviewing skills, such as open-ended questioning, affirming, reflective listening, and summarizing, to authentic human services case studies in the context of assessment. Students also have an opportunity to develop supervisory skills by providing constructive feedback on their peers’ motivational interviewing and assessment skills.

Prerequisites
- HUMN 6000
- HUMN 6160

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.);1-443-627-7222 (toll)] for more information.

**HUMN 6162 - Cultural Humility and Diversity**

*(5 cr.)*

Students in this course examine the theory, philosophy, and practice of working with diverse populations, with a focus on the interplay between individual and unique cultures within societies and organizations attempting to move toward equality and cultural humility. They explore cultural issues and ethics related to economic disparity, power, privilege, and social justice. Students also explore the complex social, political, and related ethical challenges advanced human services professional practitioners face as they seek to meet the needs of diverse populations. Applying concepts presented in the course, students engage in in-depth assessments of emerging or persistent ethical or social justice issues, through which they demonstrate their ability to empower, support, and connect service users with community resources. Throughout the course, students engage in readings, case studies, and practical assignments to build skills to work in multicultural environments and participate in an immersive experience with a specific culture to further develop their cultural humility.

Prerequisites
- HUMN 6160
- HUMN 6161

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.);1-443-627-7222 (toll)] for more information.

**HUMN 6164 - Crisis and Family Interventions**

*(5 cr.)*

Students in this course study the fundamentals of crisis management and crisis leadership. They develop an understanding of the theories and models related to crises,
disasters, and other trauma-causing events. Students also learn about ethical, legal, and diversity considerations in crisis and trauma response. By the end of the course, students understand models for training and supporting other counselors in the areas of crisis response applicable to community, national, and international crises, and they develop a crisis management plan for their own community.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HUMN 6200 - Cross-Cultural Ethics in Human and Social Services

(5 cr.)
In this course, students will examine the philosophy of ethics and social justice, with a focus on the interplay among race, religion, and culture within and between different societies and organizations. Students will explore the complex social, political, and related ethical challenges Human Services professionals face as they seek to meet the needs of diverse populations. They will examine ethics and social justice related to economic disparity, power, and privilege. Applying concepts presented in the course, students will engage in an in-depth assessment of an emerging or persistent ethical or social justice issue, through which they will demonstrate their ability to make recommendations for improvement or change. They will engage in readings, case studies, and practical assignments to gain a better understanding of the interactions among culture, ethics, and social behaviors.

HUMN 6203 - Introduction to the Nonprofit Sector

(5 cr.)
Nonprofit organizations (NPOs) can serve to positively affect people's lives through social change, but they require leaders who have a fundamental understanding of the nonprofit sector, including related ethical, legal, and global perspectives. Students in this course explore these viewpoints as well as the history, foundations, and types of NPOs. They also examine the diverse political, social, and economic contexts within which NPOs exist. Students explore and apply marketing, public relations, and communication concepts and strategies to case studies and contemporary situations. Gaining practical insight, students also apply theories presented in the course to the development of a concept paper guiding the development of a nonprofit organization.

HUMN 6204 - Intergroup Relations

(5 cr.)
Students in this course will be provided with an in-depth study of basic and applied research and theory on both group processes and group relations. Some topics that could be included: prejudice, discrimination, stereotyping, social categorization, minority and majority influence, group decision-making, leadership, group structure, group socialization, bargaining and negotiation, intergroup conflict and cooperation, collective
action and cognition, collective self and identity, social identity, language and identity, ethnic and cultural relations, and social dilemmas.

**HUMN 6207 - Grant Writing**

*(5 cr.)*

Grant writing is a highly marketable skill that requires many nonprofit, educational, and community organizations to secure external funding to provide needed services to the community. In this course, students will explore the basic skills needed for non-research grant writing, including identifying potential funding sources, creating objectives and a need statement, preparing and justifying a budget, identifying appropriate assessment plans, and writing an executive summary. Through course assignments, students directly apply what they are reading and discussing by writing a full grant proposal based on an actual Request for Proposal (RFP).

**Prerequisites**
- HUMN 6160
- HUMN 6480

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**HUMN 6210 - Management and Leadership Development in Human Services**

*(5 cr.)*

Public and nonprofit leaders in all areas of public administration require a thorough understanding of the expectations of their roles as leaders and managers of diverse and complex organizations. Students use theoretical and applied perspectives from which they study the intricacies of these roles, including the distinction between leadership and management, organizational culture, change management, systems theories, and organizational development. Students gain a practical understanding of these topics through the application of principles and concepts to public and nonprofit organizational settings in different cultures and societies depicted in case studies, a virtual city environment, and through relevant material provided by students themselves. Students will also explore how to promote interprofessional collaboration within and among organizations.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**HUMN 6237 - Advanced Program Evaluation**

*(5 cr.)*

Doctoral level practitioners are often called upon to conduct rigorous evaluations of programs and the results of their evaluations often determine the fate of the programs...
they evaluate and the clients served by those programs. Therefore, it is important that students learn how to conduct both formative and summative evaluations and how to evaluate the fidelity of program implementation prior to evaluating program outcomes. In this way, program evaluation also tests the theory or logic model on which the program is based. Students will use hands-on activities to develop their ability to develop evaluation plans, provide constructive critical critiques of other students' projects, and accept constructive, critical feedback from others. They will also connect with other professionals engaged in evaluation research through various professional forums (e.g., listservs, blogs, and professional associations). In addition, they will explore how the process, pressures, and outcomes of evaluation research could differ in a different culture and across different professions.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**HUMN 6242 - Changing Health Behavior: Theory and Practice**

(5 cr.)

Students in this course will review past and current models of health behavior change, disease prevention, disease management, and relapse prevention. Coverage of health-related issues includes dietary needs, tobacco and drug use, safer sexual practices, and stress management. In addition, students will examine the analysis of behavior change within specific populations (young, elderly, cognitively impaired, etc.) and factors that predict or serve as obstacles to lifestyle change and adherence.

**HUMN 6336 - Crisis, Trauma, and Disaster Response**

(5 cr.)

This course is designed to provide students with an understanding of the personal and systemic impact of crises, disasters, and other trauma-causing events on individuals, couples, families, and communities. Students examine theories and response models as they relate to sexual trauma, crisis in individuals and families, crisis in the community, and crisis in the nation and in the world. They explore topics including crisis assessment, counselor competencies, vicarious trauma and countertransference, specific related diagnoses, and advocacy. Students consider cultural, legal, and ethical issues related to crisis, trauma, and disaster events and response.

**HUMN 6339 - Holding Up the Mirror: Understanding Different Cultures and Increasing Global Consciousness**

(5 cr.)

Professionals in all areas of public policy and administration work with individuals and organizations of different cultures on a daily basis; therefore, global consciousness is vital to effective communication and interaction in the field. In this course, students explore and analyze the cultural values and styles of communication, reasoning, and leadership.
unique to their home culture. Students apply these concepts to better understand the people, values, and policies of other cultures. They also identify and become familiar with challenges that American nonprofit organizations face as they work internationally or cross-culturally within the United States. Sharpening critical-thinking skills, students research and assess an organization within their own community that has international links; through this assessment, students gain further awareness of different cultures and the importance of cross-cultural ties.

Prerequisites

- A course or direct experience in nonprofit management is strongly advised.

**HUMN 6340 - Crossing Borders: U.S. and International NGO Cultures and Environments**

(5 cr.)
In this course, students study in depth the cultures, structures, and activities of NGOs in select countries and compare their activities, organizational cultures, structures, and working environments with nonprofits in the United States.

**HUMN 6350 - Historical and Contemporary Issues in Criminal Justice**

(5 cr.)
Students investigate the evolution of crime—from lone criminals to worldwide syndicates—using the scientific rigor built into the selected readings and discussions. Among the topics examined are the philosophy of community- and problem-oriented policing, transnational crime, terrorism, and the new nexus between them. Current and future leaders are equipped with the knowledge and depth of understanding to assess and manage the opportunities, innovations, and challenges in their profession.

**HUMN 6356 - Marriage, Couple, and Family Therapy**

(5 cr.)
Students in this course are provided with a foundation in the theoretical perspectives and empirical framework necessary for marriage, couple, and family therapy. The theoretical perspective includes general systems theory and its applications, as well as psychosocial, psychodynamic, transgenerational, strategic, cognitive-behavioral, and social constructionist models. Students learn to conceptualize presenting issues within a systemic perspective and context. Empirically based techniques for assessment and intervention of marriages, couples, and families are reviewed and analyzed.

**HUMN 6361 - Human Sexuality**

(5 cr.)
In this course, students are provided with a framework for understanding human sexuality in the context of couple, marriage, and family counseling. Students in this
course explore empirically supported counseling approaches related to sexual functioning, intimacy, gender, and sexual orientation. Students are exposed to a systemic framework for understanding the role and impact of sexuality on couples, marriages, and families. Students will explore specific topics related to issues of sexual diversity, gender identity, sexual offending, trauma, and victimization. Legal and ethical issues related to addressing sexuality in counseling are tackled.

**HUMN 6401 - Trauma, Crisis, and Stress With Military Personnel**

(5 cr.)
The specific focus of this course is on combat trauma, crisis, and stress experiences and responses of military personnel—both wartime and post-war. Students develop an understanding of the short-term and long-term impact of post-traumatic stress and vicarious trauma. In addition to focusing on how combat and wartime experiences impact individual military personnel, students also explore the effects on families. As a result, students will be better prepared to provide services and mental health support to military personnel dealing with trauma, crisis, and stress.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**HUMN 6402 - Working with Military Spouses, Families, and Children**

(5 cr.)
The nature of military work responsibilities impacts not only military personnel but their families as well. Frequent family relocations, extensive deployments, parent-child separation, and high-risk jobs all contribute to unique family dynamics. This course is designed to educate students about the experience and unique support needs of military personnel and their families.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**HUMN 6403 - Military Culture**

(5 cr.)
This course is designed to provide students with an understanding of military culture. The focus of this course is on understanding the world of work for military personnel; the sociocultural identity development of military personnel; the experience of military families; support for military personnel and their families; and socioeconomic and other lifestyle challenges for military personnel. As a result of this course, students will be more informed about the mental health and social support needs of these populations.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
HUMN 6405 - Ethics and Social Justice

(5 cr.)
Ethics is a foundational element of leadership. Leaders face increasingly complex social and political challenges as they seek to meet the needs of diverse constituents. Students in this course explore ethics and social justice related to economic disparity, power, and privilege. Students use demographic data, current social trends, and themes to understand, analyze, and address ethical and social justice issues that affect the delivery of human services in a global community.

HUMN 6451 - Public Policy Analysis

(5 cr.)
Government officials, research programs, and NGOs are increasingly expected to make better and more transparent use of evidence in producing viable policy options within highly complex policy environments that are heavily influenced by power and politics. Public policy analysis has been described as the art and craft of speaking truth to power (Wildavsky, 1987) in seeking ways to promote positive social change in these complex environments. Policy analysis within this context requires several distinct skill sets: an understanding of the policy context, technical knowledge and analytical tools to identify and apply evidence ethically and with professional judgment, an appreciation and engagement of the concerns and contributions of diverse stakeholders, and the ability to develop and communicate practical policy advice.
This course is framed around Bardach and Patashnik’s eightfold path, which lays out a series of iterative, not necessarily sequential, steps to follow when analyzing a policy issue and uses design thinking to guide the process. Students examine key concepts of public policy analysis through evidence-based research to locate issues in relation to theory and current trends. This course provides project-based opportunities to practice and gain the skills and knowledge to use evidence to shape policy more effectively.
Prerequisites
- MMPA 6116 or HUMN 8000 or HUMN 6000 or HUMN 8001 or SOCW 8002 or SOCW 8002W or MMHA 6000 or MMHA 6000A or HLTH 8003A or HLTH 8003 or HLTH 8003E or HLTH 8003B or NURS 8003

HUMN 6465 - Strategic Planning: Collaboration, Cooperation, and Coordination

(5 cr.)
In an increasingly complex world, leaders and managers in public and nonprofit organizations need to be strategic in their planning in order to fulfill the organizational mission and enhance stakeholder satisfaction. Students in this course explore the role and process of strategic planning with an appreciation for collaboration, cooperation,
and coordination as they relate to the strategic planning process. Students will apply these concepts to real-life situations and organizations and develop a strategic plan.

**HUMN 6480 - Applied Research and Evaluation Methods**

*(5 cr.)*
Organizational credibility, community trust, and fund-raising are increasingly dependent upon demonstration of program effectiveness and success. Students in this course are introduced to research and evaluation methods in the public and nonprofit sectors. They examine the strengths, limitations, and threats to validity; models, quantitative metrics, and tools used to evaluate programs and policies; and legal and ethical issues associated with research and evaluation methods. Students are asked to critically evaluate sample research using these parameters.

Prerequisites
- HUMN 6161
- HUMN 6162

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**HUMN 6511 - Treatment of Forensic Populations**

*(5 cr.)*
In this course, students are provided with the basic knowledge necessary to evaluate and subsequently treat many different forensic populations. Various forensic populations, such as sex offenders, substance abusers, victims of crime, and employee assistance to law enforcement personnel, will be covered. The use of traditional forms of intervention, such as individual and group psychotherapy, as well as recent developments in intervention, such as restorative justice, will be addressed.

**HUMN 6530 - Forensic Applications in Community Settings**

*(5 cr.)*
Students in this course concentrate on the application of forensic psychology to various community settings. An emphasis is placed on working with offenders upon re-entry to the community and offenders who receive non-incarceration community placements. However, students will also explore less common applications, such as restorative justice and community crime prevention.

**HUMN 6651 - Board Governance and Volunteer Management**

*(5 cr.)*
Volunteers are the "lifeblood" of many nonprofit organizations. These organizations rely heavily on their volunteer board of directors to govern and guide them toward their
mission. The success of nonprofit organizations is largely dependent on the effective management of program volunteers and board members. In this course, students explore the volunteer management process, including volunteer recruitment, orientation, training, supervision, and evaluation, with an emphasis on creating and maintaining an effective board of directors. Students design a board development or volunteer management plan based on the concept paper they developed in the Introduction to the Nonprofit Sector course.

HUMN 6660 - Social Change, Leadership, and Advocacy for Human Services Professional Practitioners

(5 cr.)
This capstone course is the culmination of the MS in Human Services program. In this course, students demonstrate senior case management skills and their understanding of the responsibility and leadership of the advanced human services professional practitioner to advocate for social change with service users, organizations, communities, and the human services profession. Students also demonstrate methods of advanced human services practice within local, national, and international organizations. Students continue to enhance their professional development plans by preparing for professional opportunities.

HUMN 6701 - Culture and Psychology

(5 cr.)
Students in this course explore the cultural components, research, and theory of cross-cultural psychology. In addition to the previously listed goals, students focus on the impact that culture has on the field of psychology around the world. The scope of this course is broad, with the core theme being cross-cultural psychology (focusing on cultures representing different parts of the world) and comparing cultural influence on human psychology. Many of the topics addressed are related to human development. Additionally, interactions among culture and social behaviors, health, mental health, and mental illnesses are emphasized throughout the duration of this course.

HUMN 6702 - Introduction to the Dynamics of Conflict and Negotiation

(5 cr.)
In this course, students are introduced to the seminal theories and practices of alternative dispute resolution (ADR). They will explore conflict analysis, negotiation, and mediation strategies. Through a series of case studies, virtual role plays, and simulation exercises, students gain insight into the practice of ADR and will have the opportunity to develop some effective negotiation and mediation skills. Students will gain a greater understanding of the differences between principled and positional negotiation and mediation, including such professional concepts as fairness, integrity, trust, and confidentiality.
HUMN 6741 - Psychology of Terrorism

(5 cr.)
Students in this course examine the history, philosophy, and techniques of terrorism as well as countermeasures to terroristic threats to public safety. Topics include aspects of international and domestic terrorism with an emphasis on terrorism's roots, viewed from the broadest possible political, sociological, and cultural perspectives; factors and catalysts attributed to the terrorism phenomenon—including poverty, psychology (e.g., motivational factors, antisocial behaviors), social injustice, oppression, and religion; and the impact of media and technology in aiding and countering terroristic activities.

HUMN 6742 - Conflict, Conflict Resolution, and Peace

(5 cr.)
Through this course, students engage in a study of conflict, conflict resolution, and peace from psychological and social psychological perspectives. Students examine the concept of conflict and methods of addressing it, including management, resolution, and transformation; theories related to conflict resolution; approaches to conflict resolution, including negotiation and third-party interventions; and social psychological factors that influence conflict and conflict resolution. They also consider the influence of culture in conflict and conflict resolution; the role of ethics; intractable and international conflicts; the concept of peace; and how third-party approaches can contribute to the peace process. Students apply conflict resolution approaches to conflicts at all levels, from interpersonal to those involving whole nations.

HUMN 6785 - Social Change in Action

(5 cr.)
In this course, students prepare for their roles as change agents in the human services profession. Throughout the course, students focus on a specific social problem they are passionate about and plan for a community needs assessment to address the problem. As they do so, they examine how prevention, advocacy, and consultation are used to effect positive social change. Students also discuss a variety of social change topics with their peers, such as the language of social change, the use of systems thinking to better understand and address social problems, the emergence and progress of social justice issues, and the strategies for effecting global social change.

HUMN 6810 - Fundamentals of Law and Public Policy

(5 cr.)
Legal decisions and the law have an impact on the creation of public policy. Students in this course explore the relationship between law and public policy and the significance of court decisions on law and public policy. They examine the role of administrative agencies in the creation and execution of law and public policy and the role of the
courts in resolving challenges to agency rulemaking; conflicts between executive and legislative branches of government; and conflicts between and among federal, state, and local laws. Students apply fundamental legal concepts and processes to the creation and execution of law and public policy.

**HUMN 6811 - Community Psychology**

(5 cr.)
In this course, students are introduced to the basic concepts and practice of community psychology. Guiding values and assumptions of the field, basic ecological concepts, and models of intervention are examined. Topics include diversity in community psychology, social change, primary and secondary prevention, community mental health, empowerment, stress, and resiliency.

**HUMN 6815 - Introduction to Dimensions of Contemporary Aging**

(5 cr.)
Great improvements in medicine, public health, science, and technology enable today's older adults to live healthier, longer lives. In this course, students explore theories and practices for providing services to older adults who remain independent and vibrant members of their families and communities. Students delve into models of aging in place, including ways of assessing health, social and economic needs, and identifying and prioritizing options in physical, mental, emotional, and intellectual health promotion activities and programs.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**HUMN 6912 - Mental Health Law**

(5 cr.)
Mental health counseling professionals in all areas, especially criminal forensic psychological practice, may encounter various conflicts regarding psychological and legal approaches to treatment. Therefore, it is important for counselors to have a firm understanding of mental health law to avoid conflicts, such as issues of liability and malpractice. Students in this course are provided with the opportunity to examine several different aspects of the law related to mental health issues, including those constituting forensic psychological practice, such as civil matters (personal injury and civil competency issues) and criminal matters (competency to stand trial, criminal responsibility, diminished capacity, and death-penalty issues). Students employ recent court decisions and laws, such as the Tarasoff ruling, mandated reporting, and the Health Insurance Portability and Accountability Act (HIPAA), to examine how mental health law influences the practice of psychology and mental health counseling.

**HUMN 8000 - Foundations of Graduate Study in Human Services**
Students in this course are introduced to Walden University and to the requirements for successful participation in an online curriculum. Students work toward building a foundation for academic and professional success as scholar-practitioners and social change agents. They assess the relationship of mission and vision to professional goals and develop a program of study and strategies for online success. Students also explore resources used throughout the program, such as the online Walden University Library. Students engage in course assignments focused on the practical application of professional writing, critical-thinking skills, and the promotion of professional and academic excellence.

**HUMN 8001 - Keys to Doctoral Studies Success**

(3 cr.)
Research is possible with the right skills, attitude, and knowledge. How do you successfully complete an online research-intensive program? In this course, students are introduced to Walden University resources and they prepare to become independent learners in an online environment. Students can gain mastery of the online classroom and technological tools needed at Walden University, and they can learn skills for success in the human services program, including scholarly voice in discussions and writing, library search skills, and skills for reading and writing a literature review.

**HUMN 8001D - Keys to Doctoral Studies Success♦**

(3 cr.)
As leaders, advanced human services professional practitioners can inhabit many roles: generalist, planner, advanced case manager, advocate, humanitarian, and outreach worker. Throughout this course, students try on these roles in response to authentic human services scenarios in settings within a fictional community. In each scenario, they observe advanced human services professional practitioners applying role-specific strategies, approaches, and theories to help service users. Students also assess their current knowledge, skills, and abilities in relation to each role, as well as the values and experiences they bring to the profession. By the end of the course, students develop and refine a professional identity statement as a leader in the human services profession and examine self-care strategies relevant to the work of an advanced human services professional practitioner.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**HUMN 8005 - The Changing Context of Postsecondary and Adult Teaching and Learning♦**

(5 cr.)
Learning in adulthood is imperative for individuals to realize the opportunities of 21st-
century workplaces, technology, and society. Providing these learning experiences requires committed and responsive adult and postsecondary education leaders. In this course, education professionals investigate contemporary trends and issues in teaching and learning in postsecondary and adult education settings. The course also provides education professionals with an introduction to the expectations of graduate work in Adult Education and College Teaching and Learning programs. Education professionals learn to work effectively within Walden University’s online learning environment and develop an understanding of university and program support systems, expectations, and outcomes.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HUMN 8011 - Interviewing and Case Management in Human and Social Services

(5 cr.)
The first step in helping individuals, families, organizations, and communities is to form effective helping relationships. These relationships are characterized by the ability to connect with clients and those around them through demonstrating empathic caring, respect for people and institutions, and genuineness that leads to perceived trustworthiness. Just as an ERG is a unit of energy in physics, Empathy, Respect, and Genuineness (ERG) is the unit of energy in helping relationships. In this course, students will learn how to talk with people in ways that demonstrate empathy, respect, and genuineness while obtaining the kind of information required to help clients identify their unmet needs and participate in finding ways to meet them. Students will participate in mock interviews and will participate in critiques of their own work along with their instructor. Students in this course will also focus on the essential functions of case management including how to write up important case notes appropriately with special attention to ethical and legal issues. While the basic principles underlying an effective helping relationship may be close to universal (ERG), the actual process of demonstrating them could vary greatly across cultures or countries; therefore, students will explore how this might differ in a different setting and among different professions.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HUMN 8100 - Introduction to Research and Evaluation in Human and Social Services

(5 cr.)
In order to be effective professional helpers, practitioners need to have a working knowledge of how research informs practice. This is becoming even more important as the emphasis on evidenced-based practice increases across all fields that provide human and social services. Students will explore different approaches to research and evaluation and will demonstrate the ability to find, critically read, and integrate relevant
research articles from trustworthy sources. In addition, they will use case studies, discussions, and readings to help see the connections between theory, research, and practice and how applications might differ in different cultures and across different professions. They will also identify important ethical considerations related to conducting and reporting research results, especially in the context of program evaluations.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**HUMN 8110 - Advanced Social Work Theory and Practice**

(5 cr.)
One of the primary focuses of social work is to promote social justice within a diverse society. In this course, students focus on an advanced exploration of traditional and contemporary clinical social work theories for providing culturally and contextually relevant services to individuals and families. Students examine social work theories in a way that informs clinical practice, and they discuss the role of the social worker in social issues at the macro and micro levels. Students evaluate existing practices and policies with the goal of designing and implementing more effective practices and policies that positively impact the individual, the community, and society at large.

**HUMN 8111 - Leadership and Organizational Change**

(5 cr.)
Successful organizations in a rapidly changing and complex world require leaders who embrace change and are able to engage others in change. In this course, students use traditional literature, current articles, and interactive media to explore the qualities, characteristics, and skills of effective leaders as well as the theories, models, and relationships between leadership and organizational change. They assess the ethical issues and standards as well as the opportunities and challenges related to leading diverse organizations through change. Students also examine how current leaders employ leadership and organizational change to contribute to social change, and they consider how to use these lessons to make further positive changes within an organization or their own community.

**HUMN 8145 - Crisis Management**

(5 cr.)
In this course, counselor educators learn the fundamentals of crisis management and crisis leadership. In addition, students develop an understanding of the theories and models related to crises, disasters, and other trauma-causing events. Students also learn about ethical, legal, and diversity considerations in crisis and trauma response. By the end of the course, students understand models for training and supporting other counselors in the areas of crisis response applicable to community, national, and
international crises. Furthermore, students develop a crisis management plan for their own community.

HUMN 8150 - Helping Individuals, Organizations, and Communities: Introduction to Human Services

(5 cr.)
This course is designed to provide students with a doctoral foundation in the history and development of the various human services professions. Students engage in coursework that integrates content from various specializations, in areas such as counseling, social work, psychology, family studies, and criminal justice. Examining both the strengths and weaknesses of the human services delivery systems, students review the origins of the profession as well as its various responses to the changing needs of society. Through critical literature reviews related to research, policy, and practice; discussions about human services and contemporary society; and practical assignments, students begin to develop their identities as leaders, researchers, and informants in the area of human services. Students focus on the competencies and ethics of human services professionals.

HUMN 8152 - Human and Social Services Administration

(5 cr.)
Diminishing resources compound societal challenges facing contemporary human services agencies. In this course, students examine the core competencies required of human service administrators to address these challenges and make a greater difference in the communities they serve. Students discuss a broad range of skills and innovative approaches, including cross-agency collaboration, stakeholder communication, supervision of people and processes, creation and implementation of policies, and strategic planning and management. Through course discussions and practical applications, students demonstrate knowledge and skills of human services administration, which they can translate into current work environments.

HUMN 8160 - The Advanced Human Services Practitioner in a Changing World

(5 cr.)
As leaders, advanced human services professional practitioners can inhabit many roles: generalist, planner, advanced case manager, advocate, humanitarian, and outreach worker. Throughout this course, students try on these roles in response to authentic human services scenarios in settings within a fictional community. In each scenario, they observe advanced human services professional practitioners applying role-specific strategies, approaches, and theories to help service users. Students also assess their current knowledge, skills, and abilities in relation to each role, as well as the values and experiences they bring to the profession. By the end of the course, students develop and refine a professional identity statement as a leader in the human services profession.
and examine self-care strategies relevant to the work of an advanced human services professional practitioner.

Prerequisites
- HUMN 8001
- HUMN 8785

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HUMN 8161 - Assessment and Motivational Interviewing♦

(5 cr.)
Advanced human services professional practitioners frequently work with service users who are experiencing crisis and are in need of assessment to determine their level of care and to assist them with establishing and achieving goals. In this course, students develop motivational interviewing skills to help service users identify and self-motivate to achieve the goals they desire. Students apply motivational interviewing skills, such as open-ended questioning, affirming, reflective listening, and summarizing, to authentic human services case studies in the context of assessment. Students also have an opportunity to develop supervisory skills by providing constructive feedback on their peers’ motivational interviewing and assessment skills.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HUMN 8162 - Cultural Humility and Diversity♦

(5 cr.)
Students in this course examine the theory, philosophy, and practice of working with diverse populations, with a focus on the interplay between individual and unique cultures within societies and organizations attempting to move toward equality and cultural humility. They explore cultural issues and ethics related to economic disparity, power, privilege, and social justice. Students also explore the complex social, political, and related ethical challenges advanced human services professional practitioners face as they seek to meet the needs of diverse populations. Applying concepts presented in the course, students engage in in-depth assessments of emerging or persistent ethical or social justice issues, through which they demonstrate their ability to empower, support, and connect service users with community resources. Throughout the course, students engage in readings, case studies, and practical assignments to build skills to work in multicultural environments and participate in an immersive experience with a specific culture to further develop their cultural humility.

Prerequisites
- HUMN 8785
- HUMN 8160
Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HUMN 8164 - Crisis and Family Interventions

(5 cr.)
Students in this course study the fundamentals of crisis management and crisis leadership. They develop an understanding of the theories and models related to crises, disasters, and other trauma-causing events. Students also learn about ethical, legal, and diversity considerations in crisis and trauma response. By the end of the course, students understand models for training and supporting other counselors in the areas of crisis response applicable to community, national, and international crises, and they develop a crisis management plan for their own community.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HUMN 8171 - Theories and Frameworks for Adult Learning

(5 cr.)
To understand adult learning, one must ask and answer complex questions: Who is the adult learner? What is the social context of learning? What motivates adult learners? In this course, education professionals explore the theories and frameworks that inform the field of adult learning today. They identify, compare, and contrast foundational and emerging perspectives on adult learning with the aim of transforming theory into practice. They engage in an integrative course project through which they synthesize and apply various theories to real-world situations, including their own development; summarize how the idea of wisdom impacts their experiences as adult learners; interview an adult learner; and assess various perspectives in regard to educating diverse learners.

HUMN 8177 - Using Technologies to Enhance Adult Learning

(5 cr.)
Emerging technologies are rapidly altering the field of adult education today. Innovative technologies are removing traditional boundaries to learning and encouraging a global perspective on school, work, and communications. New developments in software, multimedia applications, Internet technologies, and mobile computing are transforming the educational landscape and empowering learners around the world. In this course, educators and students explore how they can leverage these advances to enhance the learning process and improve outcomes in today’s digital information society.

HUMN 8203 - Introduction to the Nonprofit Sector
Nonprofit organizations (NPOs) can serve to positively affect people’s lives through social change, but they require leaders who have a fundamental understanding of the nonprofit sector, including related ethical, legal, and global perspectives. Students in this course explore these viewpoints as well as the history, foundations, and types of NPOs. They also examine the diverse political, social, and economic contexts within which NPOs exist. Students explore and apply marketing, public relations, and communication concepts and strategies to case studies and contemporary situations. Gaining practical insight, students also apply theories presented in the course to the development of a concept paper guiding the development of a nonprofit organization.

**HUMN 8204 - Survey Research Methods**

(5 cr.)
An in-depth study of a range of survey methods administered via in-person interview, self-report, phone interview, and Internet administration is introduced in this course. Topics will include survey design, administration, analysis, and addressing sources of bias. In the course, students will also review theoretical and empirical research on question and questionnaire effects. Students are prepared in the practice of writing questions and designing questionnaires, both in general and in light of existing research.

**HUMN 8205 - Cross-Cultural Ethics in Human and Social Services**

(5 cr.)
In this course, students examine the philosophy of ethics and social justice, with a focus on the interplay among race, religion, and culture within and between different societies and organizations. Students explore the complex social, political, and related ethical challenges that Human Services professionals face as they seek to meet the needs of diverse populations. They examine ethics and social justice related to economic disparity, power, and privilege. Applying concepts presented in the course, students engage in an in-depth assessment of an emerging or persistent ethical or social justice issue, through which they will demonstrate their ability to make recommendations for improvement or change. Students engage in readings, case studies, and practical assignments to gain a better understanding of the interactions among culture, ethics, and social behaviors.

**HUMN 8206 - The World of Human Services: Reimagined**

(5 cr.)
As human and social problems increase across the globe, human services professional practitioners must be prepared to work in a variety of fields with many different populations. In this course, students examine their own calling to be a human services professional practitioner and connect their passion to leading positive social change. Students explore the value of human services and the challenges that professional
practitioners face in the field today. The course covers human services ethics of professional practice, along with key skills every human services professional practitioner must master to be prepared to work anywhere in the world. Course content exposes new concepts and trends in human services, and students analyze and propose reimagined practices in some areas, including interviewing, assessment, and referral; understanding and applying research in the field; the role of program evaluations; interprofessional networking; and transnational practice.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HUMN 8206D - The World of Human Services: Reimagined♦

(5 cr.)
As human and social problems increase across the globe, human services professional practitioners must be prepared to work in a variety of fields with many different populations. In this course, students examine their own calling to be a human services professional practitioner and connect their passion to leading positive social change. Students explore the value of human services and the challenges that professional practitioners face in the field today. The course covers human services ethics of professional practice, along with key skills every human services professional practitioner must master to be prepared to work anywhere in the world. Course content exposes new concepts and trends in human services, and students analyze and propose reimagined practices in some areas, including interviewing, assessment, and referral; understanding and applying research in the field; the role of program evaluations; interprofessional networking; and transnational practice.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HUMN 8207 - Grant Writing♦

(5 cr.)
Grant writing is a highly marketable skill that requires many nonprofit, educational, and community organizations to secure external funding to provide needed services to the community. In this course, students will explore the basic skills needed for non-research grant writing including identifying potential funding sources, creating objectives and a needs statement, preparing and justifying a budget, identifying appropriate assessment plans, and writing an executive summary. Course assignments will allow students to directly apply what they are reading and discussing by writing a full grant proposal based on an actual Request for Proposal (RFP).

Prerequisites
- HUMN 8304 or RSCH 8210

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a
program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HUMN 8207D - Grant Writing♦

(5 cr.)
Grant writing is a highly marketable skill that requires many non-profit, educational and community organizations to secure external funding in order to provide needed services to the community. In this course, students will explore the basic skills needed for non-research grant writing including identifying potential funding sources, creating objectives and a need statement, preparing and justifying a budget, identifying appropriate assessment plans, and writing an executive summary. Course assignments will allow students to directly apply what they are reading and discussing by writing a full grant proposal based on an actual request for proposal (RFP).

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HUMN 8208 - Teaching in Human Services♦

(5 cr.)
Human services professional practitioners who hold a PhD often work in post-secondary education. Students in this course prepare to become competent teachers in human services education through the examination of various adult learning theories and methods for working effectively with different learning styles, cultural dynamics, and diversity. Human services educators-in-training will have the opportunity to learn how to help human services students acquire and apply knowledge and skills, and they will examine methods to evaluate learning outcomes. Students also have the opportunity to evaluate effectiveness within their personal teaching practice. Incorporating knowledge, skills, and professional dispositions learned throughout the course, students have opportunities to design curriculum, practice teaching in online situations, evaluate work, and receive feedback as human services educators-in-training.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HUMN 8209 - Human Services Theory♦

(5 cr.)
Seeing social issues from other viewpoints is the pinnacle of the human services practitioner profession, and it is critical in human services research. In this course, students examine the step-by-step skills of Kurt Lewin's force field analysis research to analyze the problems encountered by families, communities, and organizations. Force field analysis is a tool for understanding how human behavior (e.g., beliefs, attitudes, and cultural norms) influence actions and decisions. Course content outlines how to identify a problem, how to collect data and measure the driving forces and restraining forces
that help and hinder the situation, and how to use the data strategically for informing decision makers on possible interventions and strategies toward solving the problem. Students can use their own experiences and areas of focus in this course as a basis for choosing a topic and developing a study plan that they will use in their capstone study.

**Prerequisites**
- RSCH 8110

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**HUMN 8210 - Management and Leadership Development in Human and Social Services♦**

(5 cr.)
Public and nonprofit leaders in all areas of public administration require a thorough understanding of the expectations of their roles as leaders and managers of diverse and complex organizations. Students use theoretical and applied perspectives from which they study the intricacies of these roles, including the distinction between leadership and management, organizational culture, change management, systems theories, and organizational development. Students gain a practical understanding of these topics through the application of principles and concepts to public and nonprofit organizational settings in different cultures and societies depicted in case studies, a virtual city environment, and through relevant material provided by students themselves. Students will also explore how to promote interprofessional collaboration within and among organizations.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**HUMN 8210D - Management and Leadership in Human Services♦**

(5 cr.)
Public and nonprofit leaders in all areas of public administration require a thorough understanding of the expectations of their roles as leaders and managers of diverse and complex organizations. Students use theoretical and applied perspectives from which they study the intricacies of these roles, including the distinction between leadership and management, organizational culture, change management, systems theories, and organizational development. Students gain a practical understanding of these topics through the application of principles and concepts to public and nonprofit organizational settings in different cultures and societies depicted in case studies, a virtual city environment, and through relevant material provided by students themselves. Students will also explore how to promote inter-professional collaboration within and among organizations.

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**HUMN 8211D - Consulting to Human Services Organizations**

(5 cr.)
Leaders of human services organizations may seek consultants to support organizational planning, funding, or program evaluation. In this course, students explore consultation practices that will help build relationships with human services organizations and be an effective consultant. Students address specific consulting situations including: vision and mission statement development, grant funding, project plans, data collection, and reporting. In this course, students will participate in a simulated initial interview with a human services organization leader. The application project includes a project plan outline and engagement letter.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**HUMN 8215 - Lifespan Development**

(5 cr.)
Students in this course are provided with an overview of development through the lifespan, including childhood, adolescence, adulthood, and aging experiences. Physical, social, emotional, and cognitive issues are covered, as well as the expected developmental milestones during each of these phases of development. The latest research in attachment theory, brain research, and aging is included, and themes of diversity issues related to developmental research are highlighted throughout the course.

**HUMN 8237 - Advanced Program Evaluation**

(5 cr.)
Doctoral level practitioners are often called upon to conduct rigorous evaluations of programs, and the results of their evaluations often determine the fate of the programs they evaluate and the clients served by those programs. Therefore, it is important that students learn how to conduct both formative and summative evaluations and how to evaluate the fidelity of program implementation prior to evaluating program outcomes. In this way, program evaluation also tests the theory or logic model on which the program is based. Students will use hands-on activities to develop their ability to develop evaluation plans, provide constructive critical critiques of other students' projects, and accept constructive, critical feedback from others. They will also connect with other professionals engaged in evaluation research through various professional forums (e.g., listservs, blogs, and professional associations). In addition, they will explore how the process, pressures, and outcomes of evaluation research could differ in a different culture and across different professions.
HUMN 8237D - Advanced Program Evaluation♦

(5 cr.)
Doctoral level practitioners are often called upon to conduct rigorous evaluations of programs and the results of their evaluations often determine the fate of the programs they evaluate and the clients served by those programs. Therefore, it is important that students learn how to conduct both formative and summative evaluations and how to evaluate the fidelity of program implementation prior to evaluating program outcomes. In this way, program evaluation also tests the theory or logic model on which the program is based. Students will use hands-on activities to develop their ability to develop evaluation plans, provide constructive critical critiques of other students' projects, and accept constructive, critical feedback from others. They will also connect with other professionals engaged in evaluation research through various professional forums (e.g., listservs, blogs, and professional associations). In addition, they will explore how the process, pressures, and outcomes of evaluation research could differ in a different culture and across different professions.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HUMN 8240 - Human Motivation

(5 cr.)
Students in this course receive an overview of physiological, psychological, and social aspects in the study of motivation, including an exploration of historical and contemporary theories and perspectives. Students focus on both conceptual understanding of theories associated with motivation and their applications to personal, professional, and social issues. Major topics include physiological, learned, cognitive, and emotional aspects of motivation. Themes of diversity are threaded throughout the course.

HUMN 8241D - Who Do You Call Family? Contemporary Family Issues♦

(5 cr.)
[Under development]

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HUMN 8242 - Changing Health Behavior: Theory and Practice

(5 cr.)
Students in this course will review past and current models of health behavior change, disease prevention, disease management, and relapse prevention. Coverage of health-related issues includes dietary needs, tobacco and drug use, safer sexual practices, and stress management. In addition, students will examine the analysis of behavior change
within specific populations (young, elderly, cognitively impaired, etc.) and factors that predict or serve as obstacles to lifestyle change and adherence.

**HUMN 8243D - Push and Pull of Understanding Human Services Problems: Force Field Analysis**

(5 cr.)
[Under development]
Prerequisites
- HUMN 8206D or HUMN 8206

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**HUMN 8244D - Champions for Change: Action Research for Advocacy**

(5 cr.)
Human Services professional practitioners and leaders often participate in advocacy on behalf of the needs of a group, a community, or a population. Action research is a form of collaborative inquiry, with the full participation of members of the group to collect and analyze the information needed to support advocacy, which creates positive social change. In this course, students evaluate action research as a tool used for advocacy in human services. Using an example of action research, students analyze and evaluate the planning process, data collection, and use the findings to create a communication to stakeholders and other audiences as a method of advocacy. Students also consider how to include action research in their doctoral capstone project.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**HUMN 8275 - Multicultural Counseling**

(5 cr.)
Students are provided with the opportunity to increase their knowledge of multicultural counseling and the delivery of psychological services as well as related skills needed in professional practice. Students explore diversity and identity issues and discuss their impact on the therapeutic relationship. They examine the application of traditional theoretical orientations and current multicultural theories to culturally diverse groups. Through a variety of assignments designed to provide practical application of content, students also investigate counseling concepts related to race and ethnicity, sex and gender, sexual orientation, social class, age, and ability.

**HUMN 8304 - Data as Evidence**
Human services professional practitioners use statistics in a variety of professional undertakings, such as creating studies to assess human behavior or deciding which programs are most effective for meeting clients' needs. Students in this course study basic descriptive and inferential statistical methods commonly used in the social sciences, and they work toward developing the skills to write, analyze, and critique social science research. Students explore various methods, including computation and analysis of frequency distributions, measures of central tendency, and statistical hypothesis testing. Students also examine statistical tests (and underlying assumptions), including z-score; single-sample, independent-sample, and related-sample t tests; analysis of variance; correlation; regression; and chi-square tests. This course also provides an introduction to the SPSS statistical software package.

✩ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HUMN 8304D - Data as Evidence

Human services professional practitioners use statistics in a variety of professional undertakings, such as creating studies to assess human behavior or deciding which programs are most effective for meeting clients' needs. Students in this course study basic descriptive and inferential statistical methods commonly used in the social sciences, and they work toward developing the skills to write, analyze, and critique social science research. Students explore various methods, including computation and analysis of frequency distributions, measures of central tendency, and statistical hypothesis testing. Students also examine statistical tests (and underlying assumptions), including z-score; single-sample, independent-sample, and related-sample t tests; analysis of variance; correlation; regression; and chi-square tests. This course also provides an introduction to the SPSS statistical software package.

✩ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HUMN 8306 - Ethics and Legal Issues in Counseling

Students in this course are provided with an introduction to the field of professional counseling and the foundations of counseling. Students explore the history, philosophy, cultural dynamics, and trends in professional counseling. They examine consultation as well as client and counselor advocacy, focusing on the counselor's role as social change agent. Students also examine and apply ethical standards of the counseling profession, including the American Counseling Association (ACA) Code of Ethics and counselor ethical decision-making processes. Through a final reflective project designed to
influence their future ethical framework, students define their ethical perspectives, including influences, values, and goals.

HUMN 8327 - Research and Program Evaluation

(5 cr.)
Students in this course are introduced to evaluation research as well as build a foundation in the design of qualitative, quantitative, and mixed-method approaches to counseling research and evaluation. Students learn the strengths and limitations of each method and under what circumstances each approach would be the most appropriate research design. Students learn how to identify a topic for research, how to conduct a literature search, and the importance of scholarly writing. Other topics include the history and theory underlying program evaluation, approaches to evaluation, procedures and techniques for entering a group for which one would provide evaluation services, and techniques used to perform the evaluation, strategies for getting gatekeepers to be invested in the development of the research and in the outcomes, demonstration of program effectiveness, and dissemination of results to stakeholders. Students learn to write a research proposal, addressing the following key elements: researching, writing an introduction, stating a purpose for the study, identifying research questions and hypotheses, using theory, defining the significance of the study, and collecting and analyzing data. Students are exposed to legal and ethical issues associated with human subjects' protection.

HUMN 8337 - Techniques in Counseling

(5 cr.)
Students in this course focus on developing counseling techniques and skills. They practice and receive feedback on their demonstration of techniques and skills such as opening and closing a counseling session, attending, paraphrasing, confrontation, and self-disclosure, among others, including the use of creative techniques. Students also evaluate the appropriate use of counseling techniques and skills.
Note: Students are required to have access to a video recording device, a tripod, and an audio recording device, which they begin using during the second week of class and four more times throughout the term.

HUMN 8338 - Crisis, Trauma, and Disaster Response

(5 cr.)
This course is designed to provide students with an understanding of the personal and systemic impact of crises, disasters, and other trauma-causing events on individuals, couples, families, and communities. Students examine theories and response models as they relate to sexual trauma, crisis in individuals and families, crisis in the community, and crisis in the nation and in the world. They explore and discuss topics related to counselor competencies, vicarious trauma and counter transference, specific diagnoses,
and advocacy. Students also engage in assignments designed to provide practical application of crisis assessment. Through contemporary articles and case studies, they consider and discuss cultural, legal, and ethical issues related to crisis, trauma, and disaster events and response.

**HUMN 8339 - Holding Up the Mirror: Understanding Different Cultures and Increasing Global Consciousness**

(5 cr.)
Professionals in all areas of public policy and administration work with individuals and organizations of different cultures on a daily basis; therefore, global consciousness is vital to effective communication and interaction in the field. In this course, students explore and analyze the cultural values and styles of communication, reasoning, and leadership unique to their home culture. Students apply these concepts to better understand the people, values, and policies of other cultures. They also identify and become familiar with challenges that American nonprofit organizations face as they work internationally or cross-culturally within the United States. Sharpening critical-thinking skills, students research and assess an organization within their own community that has international links; through this assessment, students gain further awareness of different cultures and the importance of cross-cultural ties.

**Prerequisites**
- A course or direct experience in nonprofit management is strongly advised.

**HUMN 8339D - Holding Up the Mirror: Understanding Different Cultures and Increasing Global Consciousness**

(5 cr.)
Professionals in all areas of public policy and administration work with individuals and organizations of different cultures on a daily basis; therefore, global consciousness is vital to effective communication and interaction in the field. In this course, students explore and analyze the cultural values and styles of communication, reasoning, and leadership unique to their home culture. Students apply these concepts to better understand the people, values, and policies of other cultures. They also identify and become familiar with challenges that American nonprofit organizations face as they work internationally or cross-culturally within the United States. Sharpening critical-thinking skills, students research and assess an organization within their own community that has international links; through this assessment, students gain further awareness of different cultures and the importance of cross-cultural ties.

**Prerequisites**
- A course or direct experience in nonprofit management is strongly advised.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*
HUMN 8340 - Crossing Borders: U.S. and International NGO Cultures and Environments

(5 cr.)
In this course, students study in depth the cultures, structures, and activities of NGOs in select countries and compare their activities, organizational cultures, structures, and working environments with nonprofits in the United States.

HUMN 8350 - Historical and Contemporary Issues in Criminal Justice

(5 cr.)
Decision- and policymakers must possess a fundamental understanding of crime theory, including the history of crime development, to be able to address knowledgeably and effectively modern issues of crime. In this course, students explore the evolution of crime and punishment, including lone criminals to worldwide syndicates, using the scientific rigor built into selected readings, peer discussions, and practical assignments. They examine the philosophy of community- and problem-oriented policing, transnational crime, terrorism, and the new nexus between them. Employing quantitative and qualitative research methods, students continue their assessment of contemporary issues of crime. They also learn to use existing information to consider new methods of addressing crime. In this class, students who are current leaders or those hoping to enter a leadership role establish a framework upon which to build the knowledge and depth of understanding to assess and manage the opportunities, innovations, and challenges in their profession.

HUMN 8351 - Policy Analysis in the Criminal Justice System

(5 cr.)
Criminal justice professionals must understand the various factors that influence the development of criminal justice policy, and how to evaluate whether existing policy meets its objectives. In this course, students will examine the principles of policy analysis and the role that scientific information plays in the development of criminal justice policy. Topics explored include policing, corrections, and sentencing; juvenile justice; the relationship among drugs, race, and crime; deterrence as a crime control policy; and the use of public registries. Through further analysis of criminal justice policies, students determine how these policies have changed over time, gaining insight into possible future trends of policy development and analysis.

HUMN 8352 - Leadership: Putting Theory Into Practice in Criminal Justice Administration

(5 cr.)
There are many challenges plaguing the criminal justice system, from economic hardship to growing threats of terrorism. Leaders in the system must be adept in problem-
solving, and they must possess the ability to think critically and proactively. Through this course, students are introduced to the problems that currently confront the criminal justice system administration as well as problems predicted for the future. Students prepare to lead efforts to address these challenges by engaging in practical assignments focusing on powerful models for strategic, critical, and reflective thinking. Students also engage in discussions about the major components of effective justice administration, including organizational thought and theory, leadership, human capital, policy development and implementation, and collaboration with other public safety and community organizations.

**HUMN 8353 - Forensic Applications in Community Settings**

(5 cr.)
Professionals must devote considerable attention to forensic psychology perspectives and approaches to address issues such as the overpopulation of prisons; decrease in healthcare availability; and cases in which courts remand treatment in community settings. Students in this course examine forensic psychology theories and perspectives, and then they apply these concepts to various community settings. They engage in practical assignments and topical readings that focus on working with offenders upon re-entry to the community and offenders who receive nonincarceration community placements. In addition, students explore less-common applications, such as restorative justice and community crime prevention. They also analyze the impact of personal perspectives and setting on the application of forensic psychology.

**HUMN 8356 - Theories and Techniques in Marriage, Couple, and Family Counseling**

(5 cr.)
Students in this course achieve an advanced understanding of theories and techniques for working with couples, marriages, and families. The focus of this course is on empirically supported treatments and techniques for addressing prevention; intervention; development; and wellness of marriages, couples, and families. Systemic implications for conceptualization, assessment, treatment planning, and interventions will be addressed. Students will be exposed to procedures for critically evaluating relevant research and to methods for applying findings to their counseling with these groups. Methods of adapting models to meet the needs of a diverse society as well as legal and ethical issues related to working in this specialty area will be explored.

**HUMN 8361 - Human Sexuality**

(5 cr.)
Students in this course build a framework for understanding human sexuality in the context of couple, marriage, and family counseling. They explore empirically supported counseling approaches related to sexual functioning, intimacy, gender, and sexual
orientation. Students are exposed to a systemic framework for understanding the role and impact of sexuality on couples, marriages, and families. Students explore specific topics related to issues of sexual diversity, gender identity, sexual offending, trauma, and victimization. Legal and ethical issues related to addressing sexuality in counseling are addressed.

HUMN 8390 - Strategic Context of Public Management and Leadership

(5 cr.)
Students in this course engage in a collaborative study of the changing strategic context of public administration. Students apply a systems perspective to construct a public enterprise “mental” model of a public organization to understand the strategic context for practical action and the stakeholder relations involved. Students demonstrate their knowledge of the interrelated flows of money, knowledge, and influence, as they weave these elements in their model. They engage in readings and practical assignments that emphasize management and leadership in a time of unprecedented and unpredictable change. Students also work toward developing professional-action habits for pragmatic-action learning in the practice of public administration.

HUMN 8392 - The Language of Leadership

(5 cr.)
In today's complex environment, leaders engaged in shaping public policy must know how to use the emotional as well as the intellectual power of language to motivate, inspire, and competently manage their organizations. Dynamic leadership requires understanding and use of techniques that affect both conscious and unconscious influences on human behavior. Effective communication connects at many different levels. Students acquire both theoretical and practical information that demonstrates the necessary components for making such connections and that shows them why stories, symbols, and metaphors are essential elements in the language of leadership.

HUMN 8401 - Trauma, Crisis, and Stress With Military Personnel♦

(5 cr.)
The specific focus of this course is on combat trauma, crisis, and stress experiences and responses of military personnel—both wartime and post-war. Students develop an understanding of the short-term and long-term impact of post-traumatic stress and vicarious trauma. In addition to focusing on how combat and wartime experiences impact individual military personnel, students also explore the effects on families. As a result, students will be better prepared to provide services and mental health support to military personnel dealing with trauma, crisis, and stress.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.);1-443-627-7222 (toll)] for more information.
HUMN 8402 - Working with Military Spouses, Families, and Children

(5 cr.)
The nature of military work responsibilities impacts not only military personnel but their families as well. Frequent family relocations, extensive deployments, parent-child separation, and high-risk jobs all contribute to unique family dynamics. This course is designed to educate students about the experience and unique support needs of military personnel and their families.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HUMN 8403 - Military Culture

(5 cr.)
This course is designed to provide students with an understanding of military culture. The focus of this course is on understanding the world of work for military personnel; the sociocultural identity development of military personnel; the experience of military families; support for military personnel and their families; and socioeconomic and other lifestyle challenges for military personnel. As a result of this course, students will be more informed about the mental health and social support needs of these populations.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HUMN 8405 - Ethics and Social Justice

(5 cr.)
Ethics is a foundational element of leadership. In this course, students examine the philosophy of ethics as well as responsibility and social justice—basic tenets of public service. Students explore the complex social, political, and related ethical challenges leaders face as they seek to meet the needs of diverse constituents. They examine ethics and social justice related to economic disparity, power, and privilege. Students also assess demographic data and current social trends and themes to understand, analyze, and address ethical and social justice issues that impact service delivery in a global community. Applying concepts presented in the course, students engage in an in-depth assessment of an emerging or persistent ethical or social justice issue, through which they demonstrate their ability to make recommendations for improvement or change.

HUMN 8431 - Finance and Budgeting for the Public Sector

(5 cr.)
Sound financial practices are crucial to managing scarce funds in both public and nonprofit operations. Students in this course examine finance and budgeting concepts, policies, and practices related to organizations as well as the fiscal climate within which
they operate. They assess theories for motivating major fiscal-policy debates, and they explore and discuss auditing practices, tax systems, financial management, budgetary reform, financial technology systems, the use of dashboards for financial reporting, and the impact of globalization on finance and budget. Students read and analyze budgets, financial statements, and reports. They contextualize their learning as they apply knowledge gained from their analysis to develop a new budget and financial plan for either a public or private organization.

HUMN 8451 - Public Policy Analysis

(5 cr.)
Government officials, research programs, and NGOs are increasingly expected to make better and more transparent use of evidence in producing viable policy options within highly complex policy environments that are heavily influenced by power and politics. Public policy analysis has been described as the art and craft of speaking truth to power (Wildavsky, 1987) in seeking ways to promote positive social change in these complex environments. Policy analysis within this context requires several distinct skill sets: an understanding of the policy context, technical knowledge and analytical tools to identify and apply evidence ethically and with professional judgment, an appreciation and engagement of the concerns and contributions of diverse stakeholders, and the ability to develop and communicate practical policy advice.
This course is framed around Bardach and Patashnik's eightfold path, which lays out a series of iterative, not necessarily sequential, steps to follow when analyzing a policy issue and uses design thinking to guide the process. Students examine key concepts of public policy analysis through evidence-based research to locate issues in relation to theory and current trends. This course provides project-based opportunities to practice and gain the skills and knowledge to use evidence to shape policy more effectively.
Prerequisites

- MMPA 6116 or HUMN 8000 or HUMN 6000 or HUMN 8001 or SOCW 8002 or SOCW 8002W or MMHA 6000 or MMHA 6000A or HLTH 8003A or HLTH 8003 or HLTH 8003E or HLTH 8003B or NURS 8003

HUMN 8465 - Strategic Planning: Collaboration, Cooperation, and Coordination

(5 cr.)
In an increasingly complex world, leaders and managers in public and nonprofit organizations plan strategies to fulfill the organizational mission and enhance stakeholder satisfaction. Students in this course explore the role and process of strategic planning, including collaboration, cooperation, and coordination. They also examine the benefits, challenges, and pitfalls of strategic planning, in addition to the impact of globalization. Students apply these concepts to real-life scenarios and develop a strategic plan for a nonprofit or public organization.
HUMN 8511 - Treatment of Forensic Populations

(5 cr.)
In this course, students gain the foundational knowledge necessary to evaluate and subsequently treat many different forensic populations, such as sex offenders, substance abusers, and white-collar criminals. Students analyze the use of traditional forms of intervention, including individual and group psychotherapy, as well as recent developments in intervention, such as restorative justice. Applying concepts and theories learned in the course, students develop a project scenario in which they feature an offender and describe treatment approaches as well as related ethical, legal, and multicultural factors that may impact treatment. Reflecting on the course, students also consider and discuss professional identity and goals.

HUMN 8513 - Juvenile Justice, Delinquency, and Development

(5 cr.)
In this course, students focus on the various aspects of the juvenile justice system and the population that it serves. Students receive an overview of development theories, such as biological, cognitive, social-emotional, and social. Students apply these theories to cases of juvenile delinquency to determine appropriate prevention, treatment, and intervention strategies. They examine juvenile justice codes, case law, and effective methods for reporting offenses. Students also explore the changing landscape of the juvenile justice field based on current research of its population. Using theories presented in the course, students develop a delinquency-prevention or treatment program for their community, focusing on the underlying goal of social justice and change.

HUMN 8550 - Preparing for Dissertation

(5 cr.)
Students in this course focus specifically on the process of writing the dissertation prospectus. Students use their preliminary research plan, developed previously, and develop a problem statement, to be used in the dissertation. They further refine the problem statement and carry out the planning and the library research that will bring them to the formulation of a dissertation prospectus. The prospectus is a brief paper, typically 15–20 pages in length, that lays out the background for the problem statement, the problem statement itself, a survey of the relevant literature, typically 25–75 references, and a research, implementation, and evaluation plan for the solution of the problem.
Prerequisites
- RSCH 8110
- RSCH 8210
- RSCH 8310
HUMN 8651 - Board Governance and Volunteer Management♦

(5 cr.)
Volunteers are the "lifeblood" of many nonprofit organizations. These organizations rely heavily on their volunteer board of directors to govern and guide them toward their mission. The success of nonprofit organizations is largely dependent on the effective management of program volunteers and board members. In this course, students explore the volunteer management process, including volunteer recruitment, orientation, training, supervision, and evaluation, with an emphasis on creating and maintaining an effective board of directors. Students design a board development or volunteer management plan based on the concept paper they developed in the Introduction to the Nonprofit Sector course.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HUMN 8651D - Board Governance and Volunteer Management♦

(5 cr.)
Volunteers are the lifeblood of many nonprofit organizations. These organizations rely heavily on their volunteer board of directors to govern and guide them toward their mission. The success of nonprofit organizations is largely dependent on the effective management of program volunteers and board members. This course explores the volunteer management process, including volunteer recruitment, orientation, training, supervision, and evaluation, with an emphasis on creating and maintaining an effective board of directors. Students design a board development or volunteer management plan based on the concept paper they developed in the Introduction to the Nonprofit Sector course.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HUMN 8660 - Social Change, Leadership, and Advocacy for Human Services Professional Practitioners

(5 cr.)
This capstone course is the culmination of the MS in Human Services program. In this course, students have the opportunity to demonstrate senior case management skills and their understanding of the responsibility and leadership of the advanced human services professional practitioner to advocate for social change with service users, organizations, communities, and the human services profession. Students also demonstrate methods of advanced human services practice within local, national, and international organizations. Students continue to enhance their professional
development plans by preparing for professional opportunities.

Prerequisites
- HUMN 8785
- HUMN 8160
- HUMN 8162

HUMN 8662 - Psychology and Social Change

(5 cr.)
In this course, students analyze and evaluate theories of social and personal change. Students engage in a variety of conceptual and application assignments focused on power and social inequalities, ethnic inequalities, global environment, and issues related to gender and sexism, such as homophobia. In addition, students examine the impact of social change theories on children, families, and societies. They explore the concepts of change agent and change advocate as well as the role of the psychologist as change agent. Students also engage in an integrative written assignment to synthesize theories and analyze a current social problem in their community, for which they propose an action to address the issue and drive positive social change.

HUMN 8700 - Psychology and Social Change

(5 cr.)
Students in this course focus on the theories of social and personal change. Topics include power and social inequalities, ethnic inequalities, global environment and social change, issues related to gender and sexism, and homophobia. In addition, students are presented with impact of social change theories on children, families, and societies. The concepts of change agent and change advocate are explored, as well as the role of the psychologist as change agent.

HUMN 8701 - Culture and Psychology

(5 cr.)
Students in this course explore the cultural components, research, and theory of cross-cultural psychology. In addition to the previously listed goals, students focus on the impact that culture has on the field of psychology around the world. The scope of this course is broad, with the core theme being cross-cultural psychology (focusing on cultures representing different parts of the world) and comparing cultural influence on human psychology. Many of the topics addressed in the course are related to human development. Additionally, interactions between culture and social behaviors, health, mental health, and mental illnesses are emphasized throughout the duration of this course.

HUMN 8702 - Introduction to the Dynamics of Conflict and Negotiation
(5 cr.)
In this course, students are introduced to the seminal theories and practices of alternative dispute resolution (ADR). They explore conflict analysis, negotiation, and mediation strategies. Through a series of case studies, virtual role plays, and simulation exercises, students gain insight into the practice of ADR, and they have the opportunity to develop some effective negotiation and mediation skills. Students gain a greater understanding of the differences between principled and positional negotiation and mediation, including such professional concepts as fairness, integrity, trust, and confidentiality.

**HUMN 8723 - Theories of Counseling**

(5 cr.)
This course introduces theories of counseling and psychotherapy to prepare students to conceptualize problems and respond with appropriate, evidence-based interventions and techniques. Students will become familiar with the origin, key concepts, and interventions and techniques of each of the theories presented. Students will develop an awareness of how counseling theories drive the treatment process and apply theories to diverse case studies. A major focus of this course is to support students as they develop their personal theoretical orientation.

**HUMN 8729 - Substance Abuse Counseling**

(5 cr.)
The impact of substance abuse on the lives of people with addictions, and the lives of their families, makes for a highly complex and challenging area of mental health counseling. Counselors working with these individuals must possess a comprehensive understanding of the background, controversies, and current approaches in regard to the treatment of substance abuse. In this course, students examine psychological aspects of addictions involving alcohol, prescription medications, and illegal substances. They also examine current research in the field of dependency and addiction. Students engage in a variety of conceptual and application-based assignments on diagnosing patients, choosing among models of treatment, planning treatment, using group and family treatment plans, and ensuring treatment efficacy. They also consider strategies to promote change, including the trans-theoretical model of behavior change.

**HUMN 8741 - Psychology of Terrorism**

(5 cr.)
Many sources define terrorism as a type of psychological warfare, as it induces fear and feelings of vulnerability. Therefore, professionals need to understand all aspects of terrorism to help prevent further terroristic acts and respond to victims who have been affected psychologically. Students in this course explore terrorism from a psychological perspective. They examine types of terrorism; contributing factors related to the
development of terrorists and terrorist organizations; counterterrorism agencies and laws; the impact of terrorist events on individuals, families, and communities; prevention, intervention, and postvention with survivors; media coverage of terrorist events; human rights and ethical issues; and future trends related to the psychology of terrorism. Students also examine the threat of terrorism in their own community and evaluate the potential impact. Using concepts presented in the course, they consider applications for preventative measures as well as strategies to promote resiliency among individual and families who may become victims of terrorism.

HUMN 8742 - Conflict, Conflict Resolution, and Peace

(5 cr.)
Through this course, students engage in a study of conflict, conflict resolution, and peace from psychological and social psychological perspectives. Students examine the concept of conflict and methods of addressing it, including management, resolution, and transformation; theories related to conflict resolution; approaches to conflict resolution, including negotiation and third-party interventions; and social psychological factors that influence conflict and conflict resolution. They also consider the influence of culture in conflict and conflict resolution; the role of ethics; intractable and international conflicts; the concept of peace; and how third-party approaches can contribute to the peace process. Students apply conflict resolution approaches to conflicts at all levels, from interpersonal to those involving whole nations.

HUMN 8750 - Leadership Development

(5 cr.)
An understanding of the psychological principles of leader development often enhances leadership skills and ability to influence others to work toward common goals. In this course, students examine the psychology of leadership and leader development through cross-cultural, social, psychological, and political contexts. They identify and assess the psychological theories of leadership, leadership styles, qualities of great leaders, global leadership competencies, and instruments used to assess leadership and leadership potential. Students apply these psychological theories to assess and develop their own capacity for leadership.

HUMN 8751 - Leadership Coaching: Process and Practice

(5 cr.)
The intent of leadership coaching is to facilitate psychological change that leads to goal attainment and enhanced performance. In this course, students apply evidence-based psychological approaches to coaching case studies. They assess coaching roles and settings; skills and competencies; models and frameworks; and current issues and future trends. Students employ critical-thinking skills and synthesize concepts learned in the course to develop a plan for implementing effective coaching in a real-world setting.
HUMN 8756 - International/Cross-Cultural Issues in Organizations

(5 cr.)
International and cross-cultural factors often influence organizational, group, and team processes and functions. Students in this course examine workplace issues arising from diverse cultural contexts. Students explore international and cultural comparisons of work motivation, communication, leadership, and decision making as well as organizational structures and characteristics. They examine sources, management of conflict, and conflict resolution strategies. Students also have the opportunity to gain practical insight as they assess and present to the class an international or cross-cultural issue in an organization.

HUMN 8764 - Instructional Design for Online Course Development

(5 cr.)
Students in this course explore instructional design for the development of online courses. Different types of online courses and the roles of online instructors are addressed. Students analyze learning theories and approaches for promoting community in online classrooms. Students analyze criteria for developing learning objectives and online instructional strategies in relation to diverse student populations. Issues related to technology, copyright compliance, fair use, and academic integrity are explored. Students analyze assessment and evaluation approaches and explore future trends in online higher education in relation to delivery of instruction and positive social change.

HUMN 8784D - Crisis Management and Leadership♦

(5 cr.)
[Under development]
♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.);1-443-627-7222 (toll)] for more information.

HUMN 8785 - Social Change in Action: Prevention, Consultation, and Advocacy

(5 cr.)
In this course, students prepare for their roles as change agents in the human services profession. Throughout the course, students focus on a specific social problem they are passionate about and plan for a community needs assessment to address the problem. As they do so, they examine how prevention, advocacy, and consultation are used to effect positive social change. Students also discuss a variety of social change topics with their peers, such as the language of social change, the use of systems thinking to better understand and address social problems, the emergence and progress of social justice issues, and the strategies for effecting global social change.

HUMN 8786D - A Project for Advocacy in Prevention, Intervention, and Social Change♦
Advocacy at its best means promoting social change through unified voices of the community, needs-based decision-making, and protection of the rights and interests of the community. For advanced human services professional practitioners, advocacy is critical in supporting individuals, families, communities, and organizations in driving social change. Human services professional practitioners are often called on by the community to be the voice for those who need one. In this course, students explore the critical role of advocacy in social change, how to be an advocate, and how to create community-based, actionable change. In preparation for the capstone project, students examine the value of a white paper in driving change and construct an outline for a white paper that will become part of their capstone.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HUMN 8809 - Fundamentals of Law and Public Policy

(5 cr.)
Legal decisions and the law often have a major impact on the creation of public policy. In this course, students explore and discuss the relationship between laws and public policy and the impact that court decisions have on policy and policy leaders. They examine the role of administrative agencies in the creation and execution of law and public policy and the role of the courts in resolving challenges to agency rule making; conflicts between executive and legislative branches of government; and conflicts between and among federal, state, and local laws. Students have the opportunity to sharpen their critical-thinking and research-database skills as they search for real-world examples of how fundamental legal concepts and processes affect the creation and execution of law and public policy.

HUMN 8810 - Community Psychology

(5 cr.)
Students in this course are introduced to the basic concepts and practice of community psychology. Guiding values and assumptions of the field, basic ecological concepts, and models of intervention are examined. Topics include diversity in community psychology, social change, primary and secondary prevention, community mental health, empowerment, stress, and resiliency.

HUMN 8815 - Introduction to Dimensions of Contemporary Aging

(5 cr.)
Great improvements in medicine, public health, science, and technology enable today’s older adults to live healthier, longer lives. In this course, students will explore theories and practices for providing services to older adults who remain independent and vibrant members of their families and communities. Students will delve into models of aging in
place, including ways of assessing health and social and economic needs, as well as identifying and prioritizing options in physical, mental, emotional, and intellectual health promotion activities and programs.

HUMN 8821 - Tools for Sustainable Community Development

(5 cr.)
Effective community leaders must be familiar with a wide range of tools, strategies, and skills to create sustainable communities. In this course, students examine these elements to learn how leaders build capacity for community change; assess community needs and resources; create community visions; promote stakeholder interest and participation; analyze community problems; and carry out practices and interventions to improve sustainability in communities. They also explore sustainability frameworks and models, and they apply these and other concepts presented in the course to develop a proposal for sustainable community development, focusing on community assessment, stakeholder involvement, and development planning.

HUMN 8831 - Critical Incident Leadership and Planning

(5 cr.)
Strategic leadership and planning are required to effectively prevent, respond to, and recover from critical incidents that threaten homeland security. Students in this course explore the role and importance of leadership and planning in critical incident management and the application of tools, strategies, and systems to specific critical incidents. Through the evaluation of case students, students examine the impact of critical incidents on individuals and communities as well as roles of government agencies and nongovernment organizations in managing such incidents. Using concepts and theories presented in the course, students develop a critical incident management plan for their community through which they consider new strategies and perspectives in regard to critical incident leadership and planning.

HUMN 8852 - Resource Development

(5 cr.)
All nonprofit organizations require financial resources. Obtaining philanthropic financial support is essential to program delivery and stability. Students explore the concepts of philanthropy and development, identification of funding sources, donor/prospect cultivation and education, and solicitation and appreciation strategies. An emphasis is placed on creating an organizational philanthropic culture based on ethics and donor relationships. Students create a resource development plan for the organization designed in the Introduction to the Nonprofit Sector course.

HUMN 8862 - Psychology and Social Change
In this course, students analyze and evaluate theories of social and personal change. Students engage in a variety of conceptual and application assignments focused on power and social inequalities, ethnic inequalities, global environment, and issues related to gender and sexism, such as homophobia. In addition, students examine the impact of social change theories on children, families, and societies. They explore the concepts of change agent and change advocate as well as the role of the psychologist as change agent. Students also engage in an integrative written assignment to synthesize theories and analyze a current social problem in their community, for which they propose an action to address the issue and drive positive social change.

HUMN 8912 - Mental Health Law

Students in this course examine several different aspects of the law related to mental health issues. Laws and court decisions that affect the practice of psychology—such as the Tarasoff ruling, mandated reporting, and the Health Insurance Portability and Accountability Act (HIPAA)—are addressed, as are the many areas of law that constitute forensic psychological practice, including civil matters (such as personal injury and civil competency issues) and criminal matters (such as competency to stand trial, criminal responsibility, diminished capacity, and death penalty issues).

HUMN 9001 - Dissertation

Through this course, doctoral students have the opportunity to integrate their Program of Study into an in-depth exploration of an interest area that includes the completion of a research study. Students complete the dissertation independently, with the guidance of a dissertation supervisory committee chair and committee members. Students complete a prospectus, proposal, Institutional Review Board application, and dissertation. Once students register for HUMN 9001, they are registered each term until successful completion of the dissertation. Students take this course for a minimum of three quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval.

To complete a dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

Prerequisites

- All prior coursework
HUMN 9001A - Communities of Practice and Research 1

(1 cr.)
This course is the first part of the capstone journey. The community created here becomes part of the student's program for five quarters, and the goal is to prepare for the dissertation study—the culminating work in the program. In this community classroom, students meet their doctoral mentor and other students. They discuss ideas related to applied research, writing, and project planning. As a human services professional practitioner at the doctoral level, students are preparing to be leaders in applying research to practice in the field. This community of practice and research can prepare students to develop an applied study in a human services area important to them. Students become familiar with Walden's resources that support human services field research development, strategies to organize research, research methods and resources, and finding a research question for their study. In the fifth quarter, students draft their prospectus in preparation to conduct their study.
Note: Students are continuously registered in the Communities of Practice and Research course (1–5) for five terms.

HUMN 9001D - Communities of Practice and Research 1

(1 cr.)
This course is the first part of the capstone journey. The community created here becomes part of the student's program for five quarters, and the goal is to prepare for the dissertation study—the culminating work in the program. In this community classroom, students meet their doctoral mentor and other students. They discuss ideas related to applied research, writing, and project planning. As a human services professional practitioner at the doctoral level, students are preparing to be leaders in applying research to practice in the field. This community of practice and research can prepare students to develop an applied study in a human services area important to them. Students become familiar with Walden's resources that support human services field research development, strategies to organize research, research methods and resources, and finding a research question for their study. In the fifth quarter, students draft their prospectus in preparation to conduct their study.
Note: Students are continuously registered in the Communities of Practice and Research course (1–5) for five terms.

HUMN 9002A - Communities of Practice and Research 2

(1 cr.)
This course is the next part of the capstone journey. The community created here becomes part of the student's program for five quarters, and the goal is to prepare for the dissertation study—the culminating work in the program. In this community
classroom, students meet their doctoral mentor and other students. They discuss ideas related to applied research, writing, and project planning. As a human services professional practitioner at the doctoral level, students are preparing to be leaders in applying research to practice in the field. This community of practice and research can prepare students to develop an applied study in a human services area important to them. Students become familiar with Walden’s resources that support human services field research development, strategies to organize research, research methods and resources, and finding a research question for their study. In the fifth quarter, students draft their prospectus in preparation to conduct their study.

**Prerequisites**
- HUMN 9001A

**Note:** Students are continuously registered in the Communities of Practice and Research course (1–5) for five terms.

**HUMN 9002D - Communities of Practice and Research 2**

(1 cr.)
This course is the next part of the capstone journey. The community created here becomes part of the student’s program for five quarters, and the goal is to prepare for the dissertation study—the culminating work in the program. In this community classroom, students meet their doctoral mentor and other students. They discuss ideas related to applied research, writing, and project planning. As a human services professional practitioner at the doctoral level, students are preparing to be leaders in applying research to practice in the field. This community of practice and research can prepare students to develop an applied study in a human services area important to them. Students become familiar with Walden’s resources that support human services field research development, strategies to organize research, research methods and resources, and finding a research question for their study. In the fifth quarter, students draft their prospectus in preparation to conduct their study.

**Prerequisites**
- HUMN 9001A or HUMN 9001D

**Note:** Students are continuously registered in the Communities of Practice and Research course (1–5) for five terms.

**HUMN 9003A - Communities of Practice and Research 3**

(1 cr.)
This course is the next part of the capstone journey. The community created here becomes part of the student's program for five quarters, and the goal is to prepare for the dissertation study—the culminating work in the program. In this community classroom, students meet their doctoral mentor and other students. They discuss ideas related to applied research, writing, and project planning. As a human services
professional practitioner at the doctoral level, students are preparing to be leaders in applying research to practice in the field. This community of practice and research can prepare students to develop an applied study in a human services area important to them. Students become familiar with Walden’s resources that support human services field research development, strategies to organize research, research methods and resources, and finding a research question for their study. In the fifth quarter, students draft their prospectus in preparation to conduct their study.

Prerequisites
- HUMN 9002A

Note: Students are continuously registered in the Communities of Practice and Research course (1–5) for five terms.

HUMN 9003D - Communities of Practice and Research 3

(1 cr.)
This course is the next part of the capstone journey. The community created here becomes part of the student’s program for five quarters, and the goal is to prepare for the dissertation study—the culminating work in the program. In this community classroom, students meet their doctoral mentor and other students. They discuss ideas related to applied research, writing, and project planning. As a human services professional practitioner at the doctoral level, students are preparing to be leaders in applying research to practice in the field. This community of practice and research can prepare students to develop an applied study in a human services area important to them. Students become familiar with Walden’s resources that support human services field research development, strategies to organize research, research methods and resources, and finding a research question for their study. In the fifth quarter, students draft their prospectus in preparation to conduct their study.

Prerequisites
- HUMN 9002A or HUMN 9002D

Note: Students are continuously registered in the Communities of Practice and Research course (1–5) for five terms.

HUMN 9004A - Communities of Practice and Research 4

(1 cr.)
This course is the next part of the capstone journey. The community created here becomes part of the student’s program for five quarters, and the goal is to prepare for the dissertation study—the culminating work in the program. In this community classroom, students meet their doctoral mentor and other students. They discuss ideas related to applied research, writing, and project planning. As a human services professional practitioner at the doctoral level, students are preparing to be leaders in applying research to practice in the field. This community of practice and research can
prepare students to develop an applied study in a human services area important to them. Students become familiar with Walden's resources that support human services field research development, strategies to organize research, research methods and resources, and finding a research question for their study. In the fifth quarter, students draft their prospectus in preparation to conduct their study.

Prerequisites
- HUMN 9003A

Note: Students are continuously registered in the Communities of Practice and Research course (1–5) for five terms.

HUMN 9004D - Communities of Practice and Research 4

(1 cr.)
This course is the next part of the capstone journey. The community created here becomes part of the student's program for five quarters, and the goal is to prepare for the dissertation study—the culminating work in the program. In this community classroom, students meet their doctoral mentor and other students. They discuss ideas related to applied research, writing, and project planning. As a human services professional practitioner at the doctoral level, students are preparing to be leaders in applying research to practice in the field. This community of practice and research can prepare students to develop an applied study in a human services area important to them. Students become familiar with Walden's resources that support human services field research development, strategies to organize research, research methods and resources, and finding a research question for their study. In the fifth quarter, students draft their prospectus in preparation to conduct their study.

Prerequisites
- HUMN 9003A or HUMN 9003D

Note: Students are continuously registered in the Communities of Practice and Research course (1–5) for five terms.

HUMN 9005A - Communities of Practice and Research 5

(1 cr.)
This course is the next part of the capstone journey. The community created here becomes part of the student's program for five quarters, and the goal is to prepare for the dissertation study—the culminating work in the program. In this community classroom, students meet their doctoral mentor and other students. They discuss ideas related to applied research, writing, and project planning. As a human services professional practitioner at the doctoral level, students are preparing to be leaders in applying research to practice in the field. This community of practice and research can prepare students to develop an applied study in a human services area important to them. Students become familiar with Walden's resources that support human services
field research development, strategies to organize research, research methods and resources, and finding a research question for their study. In the fifth quarter, students draft their prospectus in preparation to conduct their study.

Prerequisites

- HUMN 9004A

Note: Students are continuously registered in the Communities of Practice and Research course (1–5) for five terms.

HUMN 9005D - Communities of Practice and Research 5

(1 cr.)
This course is the next part of the capstone journey. The community created here becomes part of the student’s program for five quarters, and the goal is to prepare for the dissertation study—the culminating work in the program. In this community classroom, students meet their doctoral mentor and other students. They discuss ideas related to applied research, writing, and project planning. As a human services professional practitioner at the doctoral level, students are preparing to be leaders in applying research to practice in the field. This community of practice and research can prepare students to develop an applied study in a human services area important to them. Students become familiar with Walden’s resources that support human services field research development, strategies to organize research, research methods and resources, and finding a research question for their study. In the fifth quarter, students draft their prospectus in preparation to conduct their study.

Note: Students are continuously registered in the Communities of Practice and Research course (1–5) for five terms.

HUMN 9100D - DHS Capstone

(5 cr.)
The final doctoral capstone/project demonstrates students’ scholarly ability to examine, critique, and synthesize knowledge and experience, so that new ideas can be tested; best practices identified, established, and verified; and theoretical, practice, or policy constructs evaluated and advanced. Doctoral students can integrate their program of study into an in-depth exploration of an interest area, culminating in the completion of their capstone/project in this course. Students complete the capstone/project independently, with the guidance of a Supervisory Committee Chair and committee members. Students complete a Prospectus, Proposal, Research Ethics Review (IRB), and a final written capstone/project and oral presentation. The order and format of the various steps vary based on the professional doctoral program and capstone/project type. Be sure to follow the guidance in the appropriate capstone/project Guidebook and use the checklists, rubric, and writing templates for your program and your specific capstone/project type.

Prerequisites
• All coursework including Communities of Practice and Research courses must be completed.

HUMN 9110D - Capstone: Prevention, Intervention, and Consultation

(5 cr.)
[Under development]
Prerequisites
• All coursework including Communities of Practice and Research courses must be completed.

IDST 1035 - Self in Society: An Interdisciplinary Approach♦

(5 cr.)
In this course, students examine how self-perception is created by personal, societal, and educational influences. Topics studied will include family, community, work, education, and other related topics. By looking at how the "self" evolves, students will be able to see themselves within a larger social context. Students will also focus on how the study of self applies to the interdisciplinary process.
Prerequisites
• ENGL 1001 or ENGL 1010

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

IDST 1050 - Interdisciplinary Experience: Identity in a Global Society♦

(5 cr.)
The aim of this course is to sensitize students to the role of a global society in the development of identity. Students collaborate to explore multiple perspectives derived from the social and natural sciences and the humanities. Subject matter is treated as unresolved issues to be explored rather than defined knowledge to be learned. Upon completion, students will be able to articulate how sense of self cannot rely on authority or status alone.
Prerequisites
• ENGL 1001 or ENGL 1010

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

IDST 1050C - Interdisciplinary Experience: Identity in a Global Society
The aim of this course is to sensitize students to the role of a global society in the development of identity. Students collaborate to explore multiple perspectives derived from the social and natural sciences and the humanities. The subject matter is treated as unresolved issues to be explored rather than defined knowledge to be learned. Upon completion, students will be able to articulate how sense of self cannot rely on authority or status alone.

Prerequisites
- ENGL 1001 or ENGL 1010

**IDST 2050 - Interdisciplinary Experience: Sustaining Quality of Life in the City**

In light of global urbanization, students in this course discuss the components that contribute to a meaningful life in the city and the ways in which urban communities strive to achieve it. Students collaborate to explore multiple perspectives derived from the social and natural sciences and the humanities. Upon completion, students will understand the factors that contribute to improving quality of life in an urban environment.

Prerequisites
- ENGL 1001 or ENGL 1010

* Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**IDST 2050C - Interdisciplinary Experience: Sustaining Quality of Life in the City**

In light of global urbanization, students in this course discuss the components that contribute to a meaningful life in the city and the ways in which urban communities strive to achieve it. Students collaborate to explore multiple perspectives derived from the social and natural sciences and the humanities. Upon completion, students will understand the factors that contribute to improving quality of life in an urban environment.

Prerequisites
- ENGL 1001 or ENGL 1010

* Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**IDST 3050 - Interdisciplinary Experience: Change and Population Movements Across Borders**
(5 cr.)
Explore the changes—both real and perceived—experienced by immigrants and the members of an existing community. Students collaborate to explore multiple perspectives derived from the social and natural sciences and the humanities. Subject matter is treated as unresolved issues to be explored rather than defined knowledge to be learned. Upon completion, students will be able to identify how population movements affect individuals and communities.

Prerequisites
- IDST 1001 or IDST 3035 or PSYC 1002
- PSYC 1003

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

IDST 4001 - Seminar in Interdisciplinary Research

(5 cr.)
Students deepen interdisciplinary investigation by participating in a unique experience within a community of learners. Students identify an issue to investigate, utilize interdisciplinary research skills, and interact with peers to reflect on the process. Upon completion, students will improve their skills in interdisciplinary integration and develop a broader perspective of the issue through a collaborative online experience.

Prerequisites
- IDST 3050

IDST 4002 - Seminar in Public Service♦

(5 cr.)
As a supplement to students' approved service learning placement, students in this seminar course gain interdisciplinary research skills with applications to the service of others. Activities include creating action plans for service, interviews with an audience, examination of multiple viewpoints, and reflection. Upon completion, students will integrate their experience gained from the service learning opportunity with theory to articulate multiple perspectives.

Prerequisites
- ENGL 1001 or ENGL 1010

Note: This course is delivered over a 6-week term, but is equated to IDST 4002E, which is delivered over a 12-week term.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

IDST 4003 - Seminar With Internship♦
As part of students' approved internship placement, this seminar course is an opportunity for students to apply their disciplinary focus and interdisciplinary process in real-life settings. Activities include creating an action plan for internship, interviews with an audience, examination of multiple viewpoints, and reflection. Upon completion, students will integrate their experience gained from the internship opportunity with theory to articulate multiple perspectives.

Prerequisites
  - ENGL 1001 or ENGL 1010

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

IDST 4004 - Seminar With Study Abroad

In conjunction with students' study abroad experience, students taking this course have the opportunity to engage with other cultures and integrate their experiences abroad with their disciplinary focus utilizing interdisciplinary process. Activities include creating an action plan for study abroad, examination of multiple viewpoints, and reflection. Upon completion, students will integrate their experience gained from the study abroad opportunity with theory to articulate multiple perspectives.

Prerequisites
  - ENGL 1001 or ENGL 1010

Note: This course is also available in a 12-week option.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

IDST 4080 - Capstone—Interdisciplinary Methodology

Students are required to demonstrate breadth and depth of their disciplines' content and methods to address a complex problem. Students will engage in collaboration, critiquing, individual research, and integration. Upon completion, students will use creative thinking and decision-making to draw on interdisciplinary insights.

Prerequisites
  - Completion of all other coursework with the exception of IDST 4081

IPSY 5100 - Themes and Theories of I/O Psychology

In this course, students are introduced to theories, research, and themes that form the
tenets of psychology. Basic theoretical models will be reviewed, including psychodynamic, cognitive, developmental, social learning/socio-cognitive, behaviorist, learning and motivation, systems, biopsychosocial, and gender theories. Theories encompassing diverse populations, including cross-cultural and feminist theories, will also be examined. Students will critically examine the strengths and limitations of these theories and their utility in the field of psychology. Contemporary themes in psychology will be explored, with an emphasis on application of theories designed to effect positive social change.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**IPSY 6002 - Foundations of Graduate Study in Psychology**

(3 cr.)
Students in this course are introduced to Walden University and to the requirements for successful participation in an online curriculum. Students build a foundation for academic and professional success as social change agents. They assess the relationship of Walden's mission and vision to professional goals. They establish connections with their peers and the broader Walden community. Students engage in course assignments focused on the practical application of scholarly writing, critical-thinking skills, academic integrity, ethics, and the promotion of professional and academic excellence within the field of psychology.

**IPSY 6005 - Business Concepts for the Organizational Development Professional**

(5 cr.)
Today's business environment is characterized by increasing levels of complexity, competition, and change. Therefore, organizations must be designed to adapt quickly in order to survive. In this course, students apply business concepts and strategies to the design of organizations and the improvement of core business functions (e.g., operations management, marketing, finance and accounting, and information technology), in response to a rapidly changing external environment. In doing so, students consider the importance of aligning the design of an organization's strategy, structure, culture, processes, and human resources practices to achieve organizational success. Students also explore topics such as product portfolio management, business process management, employer branding, quality management, and change management.

**Prerequisites**
- IPSY 6200

**IPSY 6101 - Introduction to Forensic Psychology**

(5 cr.)
Students in this course are provided with an expansive overview of forensic psychology,
including basic tenets, practices, and procedures. Students explore subspecialties of forensic psychology; roles and responsibilities; and related legal, ethical, and diversity issues. They learn how forensic psychology links to the criminal justice system as they explore related topics, including criminal profiling, police psychology, psychology in the criminal courts, and correctional psychology. Through this course, students acquire a broad understanding of forensic psychology theories and concepts, which they apply to the analysis of controversial issues and contemporary challenges within the field.

**IPSY 6200 - Themes and Theories of I/O Psychology**

(5 cr.)
In this course, students are introduced to theories, research, and themes that form the tenets of psychology. Basic theoretical models will be reviewed, including psychodynamic, cognitive, developmental, social learning/socio-cognitive, behaviorist, learning and motivation, systems, biopsychosocial, and gender theories. Theories encompassing diverse populations, including cross-cultural and feminist theories, will also be examined. Students will critically examine the strengths and limitations of these theories and their utility in the field of psychology. Contemporary themes in psychology will be explored, with an emphasis on application of theories designed to effect positive social change.

**IPSY 6200TL - Themes and Theories in Industrial and Organizational Psychology [Tempo Learning®-Specific Course]**

(5 cr.)
Students in this course are introduced to the field of industrial/organizational psychology. The major focus is on industrial/organizational psychology, themes, models, and theories, as well as practical implications to individuals, groups, and organizations in a variety of workplace settings. Students evaluate and apply research, models, and theories related to practice in areas such as selection, training, and performance, as well as leadership, team dynamics, organizational development, and change.

*Note:* This version of IPSY 6200 is only available as part of specific competency-based Tempo Learning® programs.

**IPSY 6214 - Consulting for Organizational Change**

(5 cr.)
Organizational and professional development (OPD) professionals promote and implement organizational change by using fundamental techniques of change management. Students in this course examine and apply these tools, including consulting competencies, approaches, and organizational change models to learn the skills of an OPD consultant. Students explore methods for accelerating individual, group, and organizational performance through consulting, coaching, and change management. They also explore related topics, such as organizational assessment; team development;
strategic planning; group dynamics; power, politics, and influence; leadership; and conflict management. Students apply course concepts to the assessment of an organization and the development of strategies to address identified needs for change.

Prerequisites
- IPSY 6200

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

IPSY 6214TL - Consulting for Organizational Development and Change [Tempo Learning®-Specific Course]

(5 cr.)
Students in this course have the opportunity to learn how to promote and implement organizational development and change by using fundamental techniques of change management. They examine and apply these tools, including consulting competencies, approaches, and organizational change models. Students explore methods for improving individual, group, and organizational performance through consulting, coaching, and change management. They also explore related topics, such as organizational assessment; team development; strategic planning; group dynamics; power, politics, and influence; leadership; and conflict management. Students apply course concepts to the assessment of an organization and the development of strategies to address identified needs for change.

Prerequisites
- IPSY 6200TL

Note: This version of IPSY 6214 is only available as part of specific competency-based Tempo Learning® programs.

IPSY 6216 - Dynamics of Contemporary, International, and Virtual Organizations

(5 cr.)
Globalization, technological innovation, and market factors continually change the context of business, requiring professionals who understand how organizations function to work through challenges and harness opportunities for change. In this course, students explore the implications of the changing nature of organizations as well as the emergence of international and virtual organizations in a global economy. Through contextual and application-based assignments, students address the unique opportunities and challenges for government, for-profit, nonprofit, international, and virtual organizations. Applying acquired knowledge and skills, students provide a diagnosis and recommendations for a specific organization’s development efforts.

Prerequisites
- IPSY 6200
IPSY 6333 - Holding Up the Mirror: Understanding Different Cultures and Increasing Global Consciousness

(5 cr.)
Students in this course have an opportunity to explore and understand the cultural values and styles of communication, reasoning, and leadership unique to their home culture. Students apply their increased understanding to other cultures. They also identify and become familiar with the challenges American nonprofits face as they work internationally or cross-culturally within the United States.

IPSY 6393 - Capstone

(5 cr.)
Students are provided with the opportunity to synthesize knowledge and skills acquired throughout their program into a practical project designed to promote positive social change in a capstone project. During this course, students work on a capstone project in which they complete a major integrative paper on a topic related to their specialization, incorporating theoretical and practical knowledge as well as social scientific research skills acquired throughout the program. The instructor may approve other capstone projects presented by students.
Prerequisites
- All prior coursework

IPSY 6480 - Psychology of Organizational Behavior

(5 cr.)
Students in this course examine the application of behavioral theories in organizational settings. The focus is on individual, group, and organizational behavior. Topics include individual differences in employee motivation and job satisfaction, group development, team building, organizational leadership, and organizational design, culture, and development. Students acquire a broad knowledge base in organizational psychology, its research, and its applications.
Prerequisites
- IPSY 6200

IPSY 6519 - Human Factors

(5 cr.)
Industrial and Organizational (I/O) psychologists need to understand how people and systems interact. This course provides students with a working knowledge/understanding of human factors design concepts, principles, and guidelines based on the unique psychological and physical characteristics of people. Students explore the impact of human system interaction with the system interface, workspace,
and environment. Course content also introduces cognitive engineering, ergonomic design, and performance assessment in human-systems integration.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

IPSY 6520 - Police Psychology

(5 cr.)
Students in this course learn about the various roles and responsibilities of forensic psychology professionals working with and in police departments, the structures and organizations in which they work, and the skills needed to perform daily functions, such as counseling and supporting police. Students analyze and discuss common issues and challenges, including crisis situations, psychological risks of police work, and stress management. They also explore less common roles of psychology professionals working with police, such as training in hostage negotiations and the selection of special officers (SWAT, snipers, and tactical commanders). Engaging in assignments designed to provide application of content, students gain practical insight on a variety of topics, such as diversity issues and training, community impact, and forensic psychology operations.

IPSY 6521 - Psychology in the Courts

(5 cr.)
Forensic psychology professionals play a vital role in the court system, providing consultation, expert testimony, and recommendations for treatment. In this course, students have the opportunity to acquire the knowledge and skills used by forensic psychology professionals working in the courts. Students examine major roles of psychology professionals, their responsibilities, and required proficiencies, such as oral and written communication skills. Through application-based exercises, students engage in practical exercises, such as in writing reports, planning evaluations, and preparing witnesses for testimony. Students also consider contemporary challenges, ethical and legal issues, and the impact of technology on courts in the United States.

IPSY 6522 - Occupational Health and Safety♦

(5 cr.)
The course examines the application of psychological theory and principles in protecting and promoting the health, safety, and well-being of workers and improving the quality of their work life. The focus is on identifying workplace interventions to reduce workers’ exposure to hazards, while promoting individual interventions to equip workers with knowledge and resources to control and mitigate hazards in the work environment. Issues such as workplace stress, bullying, and violence are also considered along with the more traditional emphasis on accident investigation and accident prevention tied to safety management.

Students may take this as a non-degree course, which means they do not have to be enrolled in a
IPSY 6540 - Strategic Planning, Management, and Leadership in a Global Context

(5 cr.)
Public policy implementation can take place in various types of organizations. Students in this course engage in a collaborative study of strategic planning, management, and leadership in the context of public and nonprofit organizations. Students in this course identify, analyze, and evaluate the intricate relationships between strategic planning, management, and leadership from an international perspective. Students connect three key institutional elements: thinking, acting, and leading strategically. They apply a management systems approach as they develop, adopt, manage, and lead a strategic plan for an international public or nonprofit organization or with an international focus. Students will understand the strategic context for practical decision making for international public and nonprofit organizations, emphasizing the central role of the environment in the strategic planning process. Through this course, students are offered a hands-on approach that tests students’ ability to make effective and timely management and leadership decisions in complex and uncertain conditions.
Prerequisites
• IPSY 6200

IPSY 6551 - I/O Testing and Measurement♦

(5 cr.)
Students in this course learn in depth about measurement theory and the tests used in organizational settings. They study a comprehensive examination of psychometric properties used to develop and evaluate these instruments, including classical test theory, item response theory (IRT), and item forensics approaches to testing. Topics include normative sampling and standardization, reliability and validity, test score interpretation, and test development. Students also address ethical, legal, and sociocultural issues, including cultural bias and fairness. A foundation for the course is professional standards for testing.
♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

IPSY 6552 - Psychology of Motivation at Work♦

(5 cr.)
Students in this course receive an in-depth study of major topics in micro-level organizational behavior. Accountability, organization citizenship behaviors, forms of organizational attachment, motivation, goal theory, and issues of equity and justice will be covered.
♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program.
program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

IPSY 6700 - Psychology of Social Change

(5 cr.)
In this course, students analyze and evaluate theories of social and personal change. Students engage in a variety of conceptual and application assignments focused on power and social inequalities, ethnic inequalities, global environment, and issues related to gender and sexism, such as homophobia. In addition, students examine the impact of social change theories on children, families, and societies. They explore the concepts of change agent and change advocate as well as the role of the psychologist as change agent. Students also engage in an integrative written assignment to synthesize theories and analyze a current social problem in their community, for which they propose an action to address the issue and drive positive social change.

IPSY 6701 - Culture and Psychology

(5 cr.)
Students in this course explore the cultural components, research, and theory of cross-cultural psychology. In addition to the previously listed goals, students focus on the impact that culture has on the field of psychology around the world. The scope of this course is broad, with the core theme being cross-cultural psychology (focusing on cultures representing different parts of the world) and comparing cultural influence on human psychology. Many of the topics addressed are related to human development. Additionally, interactions among culture and social behaviors, health, mental health, and mental illnesses are emphasized throughout the duration of this course.

IPSY 6705 - Organizational Behavior Performance and Evaluation♦

(5 cr.)
The focus of this organizational behavior and human capital development course is on organizational behavior, motivation, collaboration, and performance and evaluation of individuals and teams. Some of the questions that may be explored relate to how human resource managers motivate and build resiliency in their organizational culture. Students will also consider the influence of organizational structure behavior on individuals and teams, how behavior and motivation are impacted in a global virtual environment, and the impact of expert systems and artificial intelligence on the behavior of employees.

Prerequisites
• IPSY 6200

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

IPSY 6706 - Ethics and Standards of Industrial Organizational Psychology♦
Students in this course examine the origins of professional codes of ethics and standards of scientific psychology. Topics include ethical issues in academics (research, teaching, supervision), various work settings (assessment, consulting), and ethics involved in working with diverse populations. Additionally, students are introduced to forensic psychology and ethical issues related to the legal system. Students also explore how cultural factors are addressed in various ethical codes and the implications for scholar-practitioners.

Prerequisites
- IPSY 6200

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**IPSY 6706TL - Ethics, Values, and Legal Issues in I/O Psychology [Tempo Learning®-Specific Course]**

(5 cr.)
Ethical behavior is an essential component of psychological practice for industrial and organizational (I/O) psychology psychologists. The focus of this course is on understanding and applying the American Psychological Association’s Ethical Principles of Psychologists and Code of Conduct. Through a combination of seminal texts, journal articles, contemporary case studies, and media resources students explore the complexities and ethical challenges encountered by I/O psychologists in today's global society. In this course, students are introduced to conceptual tools and models that will help them clarify ethical dilemmas, professional values, and analyze decision-making strategies. In addition to studying the ethical decision-making process in depth, students explore ethical topics relevant to the I/O psychologist. Topics examined include the impact of technology and social media, ethics in consulting, research, academic, multinational business, legal issues, and organizational settings. Special attention is given to the ethics of corporate sustainability and social responsibility and the role I/O psychology can play in contributing to positive social change. The course also has students address their own professional and personal development from the perspective of an I/O psychologist-in-training.

Prerequisites
- IPSY 6200TL

Note: This version of IPSY 6706 is only available as part of specific competency-based Tempo Learning® programs.

**IPSY 6715 - Human Resource Strategy, Legal, and Ethical Considerations♦**

(5 cr.)
In this course students focus on strategic planning that supports labor relations,
succession planning, retention of both tacit and explicit knowledge, as well as the strategic role of information technology in human resources management. Students will also consider the regulatory requirements for global organizations as well as establishment of a positive social and ethical environment.

Prerequisites
- IPSY 6200

Courses

**IPSY 6720 - Strategic Thinking for Effective Human Resource Management**

(4 cr.)

One of the main responsibilities of human resource managers and organizational leaders is to employ human resources (HR) to align with an organization’s needs and goals, moving the organization toward competitive advantage and sustainable success. Students in this course are introduced to advanced research topics in the strategic management of HR within a systems thinking and metrics-based performance measurement context. Students engage in a variety of group activities, discussions, and writing assignments on the analysis of resource-based theories of organizational performance; strategic management; and HR strategy, planning, and management (including succession planning). Students also discuss the role of metrics, knowledge management, and human resource information systems in supporting HR and organizational strategies in global markets. Through extensive reading and literature review, students explore global and ethical dimensions of course topics and identify potential HR research topics for their dissertation.

**IPSY 6725 - Human Resource Talent Management**

(5 cr.)

Managing organizational talent in the 21st century requires organizations to fully engage their workforce to optimize motivation, commitment, and productivity. Leadership and management of the organizational talent strategy to optimize use of global talent is a current organizational necessity, which requires talent management leaders to consider new workforce strategies for selection, recruitment, and retention of the workforce. Topics to be considered include information technology impact on talent management, recognition and reward systems, compensation and benefits, as well as the need to engage an agile workforce.

Prerequisites
- IPSY 6200

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
IPSY 6730 - The Development of Human Capital Within Organizations

(4 cr.)
How do organizational leaders determine who to hire and in what ways do they ensure that capable employees are sustained and managed in a way that guarantees high performance and organizational achievement? Students in this course have the opportunity to answer such questions through the examination of advanced research topics, including the development and management of human capital within organizations. Students engage in group activities, discussions, and writing assignments on human resource concepts related to training and development, rewards and compensation, individual performance management, the role of human resources with individuals for global positions, and organization-wide succession planning. Through extensive reading and literature review, students identify potential research topics for their dissertation and explore the global and ethical dimensions pertaining to course subject matter.

IPSY 6740 - The Legal, Ethical, and Cultural Environment of Human Resource Management

(4 cr.)
Considering global-level expansion, issues of diversity, and traditional ethical issues, nearly all organizations must follow a host of laws and regulations; it is the responsibility of managers to know these guidelines for the welfare of employees and stability of the company. Students in this course explore advanced research topics that address the legal, ethical, and cultural environment, both internal to organizations and more broadly. They engage in group activities, discussions, and writing assignments on the analysis of the regulatory environment in which human resource (HR) professionals must operate, HR management's role in communications, management of diversity and inclusion, and promotion of justice within organizations. Through extensive reading and literature review, students engage actively in identifying potential research topics for their dissertation and explore the global and ethical dimensions pertaining to course subject matter.

IPSY 6750 - Human Resource Management and Its Role in Labor Relations, Negotiation, and Conflict Resolution

(4 cr.)
Human resource (HR) managers bridge the gap between employees and management, creating a challenging relationship requiring the ability to recognize and assess conflict, communicate strategically and effectively, and negotiate for resolutions. Students in this course explore this relationship and examine advanced research topics in labor relations, negotiation, and conflict resolution. They engage in group activities, discussions, and writing assignments on a variety of topics, including the HR role in designing and managing conflict resolution processes beginning with mediation and
negotiating with labor and other major human resource constituencies. Through extensive reading and literature review, students identify potential research topics for their dissertation and explore the global and ethical dimensions pertaining to course subject matter.

**IPSY 6752 - Leadership Coaching: Application**

(5 cr.)
The intent of leadership coaching is to facilitate psychological change that leads to goal attainment and enhanced performance. In this course, students apply evidence-based psychological approaches to coaching case studies. They assess coaching roles and settings; skills and competencies; models and frameworks; and current issues and future trends. Students employ critical-thinking skills and synthesize concepts learned in the course to develop a plan for implementing effective coaching in a real-world setting.

**IPSY 6753 - Leadership Coaching: Theories, Concepts, and Processes**

(6 cr.)
The intent of leadership coaching is to facilitate psychological change that leads to goal attainment and enhanced performance. In this course, students apply evidence-based psychological approaches to coaching case studies focusing on coaching competencies and ethical practices. They assess coaching roles and settings; skills and competencies; models and frameworks; and current issues and future trends. Students employ critical-thinking skills and synthesize concepts learned in the course to develop a plan for implementing effective coaching in a real-world setting. Students will also engage in hands-on coaching competency and skill development through Voice to Voice training sessions. (This course includes a practice lab).

**IPSY 6754 - Personnel Psychology in the Workplace**

(5 cr.)
In this course, students explore the application of psychological theory and practice to human resources activities in organizations. They examine related topics, including job analysis and design, employee selection and placement, training and development, performance management and appraisal, and legal and ethical considerations in human resources management. Through a group project case study, students research, assess, and share critical issues in personnel psychology. They also demonstrate their ability to conduct effective research and review literature through a final research paper on a topic of interest related to course content and theory.

**Prerequisites**
* IPSY 6200
IPSY 6754TL - Personnel Psychology in the Workplace [Tempo Learning®-Specific Course]

(5 cr.)
In this course, students explore the application of psychological theory and practice to human resource activities in organizations. They examine related topics, including job analysis and design, employee selection and placement, training and development, performance management and appraisal, and legal and ethical considerations in human resource management. Students research, assess, and share critical issues in personnel psychology.

Prerequisites
- IPSY 6200TL

Note: This version of IPSY 6754 is only available as part of specific competency-based Tempo Learning® programs.

IPSY 6755 - Leadership and Leader Development

(5 cr.)
Effective leadership requires the ability to facilitate positive change, lead others in efforts to effect similar change, and work through challenges when met with resistance to change. Students in this course are provided with an extensive overview of leadership theories. Students explore definitions of leadership, major theoretical leadership models, and contextual and situational factors related to leadership and change. Students also examine various perspectives on leadership and the role of leadership in the achievement of organizational, group, and team goals. Students engage in practical assignments and discussions, focusing on effective leadership issues and practices during the process of organizational change.

Prerequisites
- IPSY 6200

IPSY 6755TL - Leadership and Leader Development [Tempo Learning®-Specific Course]

(5 cr.)
Leadership is complex and requires an exploration of the nuances, theories, and development required to be an effective leader. Students are provided with an extensive overview of leadership theories examining leadership from historical to more contemporary perspectives. Some of the more contemporary topics students explore include strategic and global leadership, team leadership, emotional intelligence, and crisis leadership. Students explore definitions of leadership, major theoretical leadership models, and contextual and situational factors related to leadership. Students also examine various perspectives on leadership and the role of leadership in the
achievement of organizational, group, and individual goals. Students engage in application assignments and discussions, focusing on effective leadership issues and practices. Ethical, cultural, and global aspects of leadership are explored throughout the course. Leader development is emphasized as students examine different leadership issues.

Prerequisites
- IPSY 6200TL

Note: This version of IPSY 6755 is only available as part of specific competency-based Tempo Learning® programs.

IPSY 6756 - Leadership Coaching: Practices and Applications

(6 cr.)
Effective leadership coaches must be fully capable of working with clients immersed in different organizational cultures that present unique challenges. In this course, students apply models, approaches, and frameworks; individual and team coaching strategies; and ethical guidelines to case studies focusing on coaching competencies and ethical practices. Students also examine characteristics, factors, and conditions that influence the effectiveness of coaching; assessment and evaluation; diversity considerations; and professional issues and challenges. Students will also engage in hands-on coaching competency and skill development through Voice to Voice training sessions. (This course includes a practice lab).

Prerequisites
- IPSY 6753
- IPSY 6755

IPSY 6776 - Transformative Change in a Shared-Power World

(5 cr.)
Students in this course are engaged in a collaborative study of the nature and methods of transformative change in the complex human systems of contemporary public organizations. Students explore and employ a pragmatic-action-learning process for studying the experience of transformative change in complex systems. They examine the dynamics of complex adaptive systems to gain an understanding of how large-scale and highly interrelated human systems change through self-organization. Students explore and apply appreciative inquiry and other selected methods of transformative change to a positive organizational-change situation of personal interest. They also have the opportunity to develop professional-action habits for pragmatic-action learning in the practice of public administration.

IPSY 8000 - Foundations for Graduate Study in Psychology
Students in this course are introduced to Walden University and to the requirements for successful participation in an online curriculum. Students work toward building a foundation for academic and professional success as scholar-practitioners and social change agents. They assess the relationship of mission and vision to professional goals, and they develop a program of study, a professional development plan, and strategies for online success. Students also explore resources used throughout the program, such as the online Walden University Library. They engage in course assignments focused on the practical application of professional writing, critical-thinking skills, and the promotion of professional and academic excellence.

IPSY 8002 - Foundations of Graduate Studies in Psychology

Students in this course are introduced to Walden University and to the requirements for successful participation in an online curriculum. Students build a foundation for academic and professional success as social change agents. They assess the relationship of Walden’s mission and vision to professional goals. They establish connections with their peers and the broader Walden community. Students engage in course assignments focused on the practical application of scholarly writing, critical-thinking skills, academic integrity, ethics, and the promotion of professional and academic excellence within the field of psychology.

IPSY 8004 - Foundations of Graduate Study in Psychology

Students in this course are introduced to Walden University and to the requirements for successful participation in an online curriculum. Students work toward building a foundation for academic and professional success as scholar-practitioners and social change agents. They assess the relationship of mission and vision to professional goals, and they develop a program of study, a professional development plan, and strategies for online success. Students also explore resources used throughout the program, such as the online Walden University Library. They engage in course assignments focused on the practical application of professional writing, critical-thinking skills, and the promotion of professional and academic excellence.

IPSY 8005 - Business Concepts for the Organizational Development Professional

Today’s business environment is characterized by increasing levels of complexity, competition, and change. Therefore, organizations must be designed to adapt quickly in order to survive. In this course, students apply business concepts and strategies to the design of organizations and the improvement of core business functions (e.g., operations management, marketing, finance and accounting, and information technology), in
response to a rapidly changing external environment. In doing so, students consider the importance of aligning the design of an organization's strategy, structure, culture, processes, and human resources practices to achieve organizational success. Students also explore topics such as product portfolio management, business process management, employer branding, quality management, and change management. 

Prerequisites
For Students Entering With a BS Degree Only
- IPSY 8252

IPSY 8101 - Introduction to Forensic Psychology

(5 cr.)
Students in this course are provided with an expansive overview of forensic psychology, including basic tenets, practices, and procedures. Students explore subspecialties of forensic psychology; roles and responsibilities; and related legal, ethical, and diversity issues. They learn how forensic psychology links to the criminal justice system as they explore related topics, including criminal profiling, police psychology, psychology in the criminal courts, and correctional psychology. Through this course, students acquire a broad understanding of forensic psychology theories and concepts, which they apply to the analysis of controversial issues and contemporary challenges within the field.

IPSY 8115 - Writing a Quality Prospectus in Psychology

(5 cr.)
This five-credit course is focused specifically on the process of writing the doctoral study prospectus. Students will use their preliminary research plan, developed previously, and develop a problem statement, to be used in the doctoral study. They further refine the problem statement and carry out the planning and the library research that will bring them to the formulation of a doctoral study prospectus. The prospectus is a brief paper, typically 15-20 pages in length, that lays out the background for the problem statement, the problem statement itself, a survey of the relevant literature (typically 25-75 references), and a research, implementation, and evaluation plan for the solution of the problem.

IPSY 8185 - Writing a Quality Prospectus in Psychology

(5 cr.)
This five-credit course is focused specifically on the process of writing the doctoral study prospectus. Students will use their preliminary research plan, developed previously, and develop a problem statement, to be used in the doctoral study. They further refine the problem statement and carry out the planning and the library research that will bring them to the formulation of a doctoral study prospectus. The prospectus is a brief paper, typically 15–20 pages in length, that lays out the background for the
problem statement, the problem statement itself, a survey of the relevant literature (typically 25–75 references), and a research, implementation, and evaluation plan for the solution of the problem.

Prerequisites
- IPSY 8412
- RSCH 8260
- RSCH 8360

IPSY 8202 - Survey Research Methods

(5 cr.)
An in-depth study of a range of survey methods administered via in-person interview, self-report, phone interview, and Internet administration is introduced in this course. Topics include survey design, administration, analysis, and addressing sources of bias. Students also review theoretical and empirical research on question and questionnaire effects. Students prepare through the practice of writing questions and designing questionnaires, both in general and in light of existing research.

Prerequisites
- IPSY 8551
- RSCH 8110

IPSY 8214 - Consulting for Organizational Change

(5 cr.)
Organizational and professional development (OPD) professionals promote and implement organizational change by using fundamental techniques of change management. Students in this course examine and apply these tools, including consulting competencies, approaches, and organizational change models to learn the skills of an OPD consultant. Students explore methods for accelerating individual, group, and organizational performance through consulting, coaching, and change management. They also explore related topics, such as organizational assessment; team development; strategic planning; group dynamics; power, politics, and influence; leadership; and conflict management. Students apply course concepts to the assessment of an organization and the development of strategies to address identified needs for change.

Prerequisites
- IPSY 8252

IPSY 8216 - Dynamics of Contemporary, International, and Virtual Organizations

(5 cr.)
Globalization, technological innovation, and market factors continually change the
context of business, requiring professionals who understand how organizations function to work through challenges and harness opportunities for change. In this course, students explore the implications of the changing nature of organizations as well as the emergence of international and virtual organizations in a global economy. Through contextual and application-based assignments, students address the unique opportunities and challenges for government, for-profit, nonprofit, international, and virtual organizations. Applying acquired knowledge and skills, students provide a diagnosis and recommendations for a specific organization’s development efforts.

Prerequisites

For Students Entering With a BS Degree Only
- IPSY 8252

IPSY 8252 - Themes and Theories of I/O Psychology

(5 cr.)
In this course, students are introduced to theories, research, and themes that form the tenets of psychology. Basic theoretical models will be reviewed, including psychodynamic, cognitive, developmental, social learning/socio-cognitive, behaviorist, learning and motivation, systems, biopsychosocial, and gender theories. Theories encompassing diverse populations, including cross-cultural and feminist theories, will also be examined. Students will critically examine the strengths and limitations of these theories and their utility in the field of psychology. Contemporary themes in psychology will be explored, with an emphasis on application of theories designed to effect positive social change.

IPSY 8333 - Holding Up the Mirror: Understanding Different Cultures and Increasing Global Consciousness

(5 cr.)
Students in this course have an opportunity to explore and understand the cultural values and styles of communication, reasoning, and leadership unique to their home culture. Students apply their increased understanding to other cultures. They also identify and become familiar with the challenges American nonprofits face as they work internationally or cross-culturally within the United States.

IPSY 8412 - Research Foundations

(5 cr.)
Students in this course examine and receive support for student readiness regarding the use of quantitative and qualitative research approaches. They study research fundamentals, including the distinction between social problems and research problems, the functions of research problems versus research purpose statements, and the role of theory and conceptual framework in informing research. Students examine quantitative and qualitative concepts central to research methods, design, and analysis. They also
study how research design, methods, and analyses properly align for both quantitative and qualitative approaches. Students demonstrate their knowledge by creating two research outlines, using quantitative and qualitative approaches, which they develop throughout the course. They determine appropriate conditions for the use of mixed-methods approaches and differentiate between types of mixed-methods research designs. Students engage in pre- and post-assessments of skills and knowledge.

**IPSY 8480 - Psychology of Organizational Behavior**

(5 cr.)
Students taking this course examine the application of behavioral theories in organizational settings. The focus is on individual, group, and organizational behavior. Topics include individual differences in employee motivation and job satisfaction, group development, team building, organizational leadership, and organizational design, culture, and development. Students acquire a broad knowledge base in organizational psychology, its research, and its applications.

**Prerequisites**
- IPSY 8252

**IPSY 8519 - Human Factors**

(5 cr.)
Industrial and Organizational (I/O) psychologists need to understand how people and systems interact. This course provides students with a working knowledge/understanding of human factors design concepts, principles, and guidelines based on the unique psychological and physical characteristics of people. Students explore the impact of human system interaction with the system interface, workspace, and environment. Course content also introduces cognitive engineering, ergonomic design, and performance assessment in human-systems integration.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**IPSY 8520 - Police Psychology**

(5 cr.)
Students in this course learn about the various roles and responsibilities of forensic psychology professionals working with and in police departments, the structures and organizations in which they work, and the skills needed to perform daily functions, such as counseling and supporting police. Students analyze and discuss common issues and challenges, including crisis situations, psychological risks of police work, and stress management. They also explore less common roles of psychology professionals working with police, such as training in hostage negotiations and the selection of special officers (SWAT, snipers, and tactical commanders). Engaging in assignments designed to provide
application of content, students gain practical insight on a variety of topics, such as diversity issues and training, community impact, and forensic psychology operations.

**IPSY 8521 - Psychology in the Courts**

(5 cr.)
Forensic psychology professionals play a vital role in the court system, providing consultation, expert testimony, and recommendations for treatment. In this course, students have the opportunity to acquire the knowledge and skills used by forensic psychology professionals working in the courts. Students examine major roles of psychology professionals, their responsibilities, and required proficiencies, such as oral and written communication skills. Through application-based exercises, students engage in practical exercises, such as in writing reports, planning evaluations, and preparing witnesses for testimony. Students also consider contemporary challenges, ethical and legal issues, and the impact of technology on courts in the United States.

**IPSY 8522 - Occupational Health and Safety**

(5 cr.)
The course examines the application of psychological theory and principles in protecting and promoting the health, safety, and well-being of workers and improving the quality of their work life. The focus is on identifying workplace interventions to reduce workers' exposure to hazards, while promoting individual interventions to equip workers with knowledge and resources to control and mitigate hazards in the work environment. Issues such as workplace stress, bullying, and violence are also considered along with the more traditional emphasis on accident investigation and accident prevention tied to safety management.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**IPSY 8540 - Strategic Planning, Management, and Leadership in a Global Context**

(5 cr.)
Public policy implementation can take place in various types of organizations. Students in this course engage in a collaborative study of strategic planning, management, and leadership in the context of public and nonprofit organizations. Students in this course identify, analyze, and evaluate the intricate relationships between strategic planning, management, and leadership from an international perspective. Students connect three key institutional elements: thinking, acting, and leading strategically. Students apply a management systems approach as they develop, adopt, manage, and lead a strategic plan for an international public or nonprofit organization or with an international focus. Students will understand the strategic context for practical decision making for international public and nonprofit organizations, emphasizing the central role of the environment in the strategic planning process. The hands-on approach of this
course tests students’ ability to make effective and timely management and leadership decisions in complex and uncertain conditions.

Prerequisites
For Students Entering With a BS Degree Only
- IPSY 8252

**IPSY 8551 - I/O Tests and Measurement**

(5 cr.)
Students in this course study in-depth measurement theory and the tests used in organizational settings. Included are a comprehensive examination of psychometric properties used to develop and evaluate these instruments, including classical test theory, item response theory (IRT), and item forensics approaches to testing. Topics include normative sampling and standardization, reliability and validity, test score interpretation, and test development. Students also address ethical, legal, and sociocultural issues, including cultural bias and fairness. Professional standards for testing provide a foundation for the course.

Prerequisites
For Students Entering With a BS Degree Only
- IPSY 8252

**IPSY 8552 - Psychological Motivation at Work**

(5 cr.)
Participants in this course study in depth major topics in micro-level organizational behavior. Accountability, organization citizenship behaviors, forms of organizational attachment, motivation, goal theory, and issues of equity and justice will be covered.

Prerequisites
For Students Entering With a BS Degree Only
- IPSY 8252

**IPSY 8576 - Advanced Personnel Psychology**

(5 cr.)
Participants in this course study in depth advanced topics in personnel psychology, including competency modeling, succession planning, talent management, alternative approaches to validation of selection tests, adverse impact, return on investment, and application of multiple linear regression analysis.

Prerequisites
- IPSY 8754

**IPSY 8579 - Job Attitudes, Measurement, and Change**
Participants in this course study in depth major theories of job attitudes, as well as their antecedents, correlates, and consequences. Topics include job satisfaction, organizational commitment, organizational citizenship behavior, withdrawal behavior, and counterproductive organizational behavior. Application of learning is demonstrated through an applied-attitude survey research project.

**Prerequisites**

- For Students Entering With a BS Degree
  - IPSY 8252
  - IPSY 8551
- For Students Entering With an MS Degree
  - IPSY 8551

**IPSY 8700 - Psychology of Social Change**

(5 cr.)
In this course, students analyze and evaluate theories of social and personal change. Students engage in a variety of conceptual and application assignments focused on power and social inequalities, ethnic inequalities, global environment, and issues related to gender and sexism, such as homophobia. In addition, students examine the impact of social change theories on children, families, and societies. They explore the concepts of change agent and change advocate as well as the role of the psychologist as change agent. Students also engage in an integrative written assignment to synthesize theories and analyze a current social problem in their community, for which they propose an action to address the issue and drive positive social change.

**IPSY 8701 - Culture and Psychology**

(5 cr.)
In this course, students explore the cultural components, research, and theory of cross-cultural psychology. In addition to the previously listed goals, students focus on the impact that culture has on the field of psychology around the world. The scope of this course is broad, with the core theme being cross-cultural psychology (focusing on cultures representing different parts of the world) and comparing cultural influence on human psychology. Many of the topics addressed in the course are related to human development. Additionally, interactions between culture and social behaviors, health, mental health, and mental illnesses are emphasized throughout the duration of this course.

**IPSY 8702 - Dissertation Literature Review Lab**

(2 cr.)
The purpose of this course is to help students prepare to write a well-structured,
soundly presented critical literature review. In this course, students cover topic selection, research analysis, writing, and editing. Upon completing the course, students produce an annotated bibliography and outline of a literature review using a minimum of 10 self-selected research articles. This course is appropriate for doctoral students who are preparing for their dissertation research.

Prerequisites

For Students Entering With a BS Degree
- RSCH 8110

For Students Entering With an MS Degree
- IPSY 8412

IPSY 8705 - Organizational Behavior Performance and Evaluation

(5 cr.)
The focus of this organizational behavior and human capital development course is on organizational behavior, motivation, collaboration, and performance and evaluation of individuals and teams. Some of the questions that may be explored relate to how human resource managers motivate and build resiliency in their organizational culture. Students will also consider the influence of organizational structure behavior on individuals and teams, how behavior and motivation are impacted in a global virtual environment, and the impact of expert systems and artificial intelligence on the behavior of employees.

Prerequisites
- IPSY 8754

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

IPSY 8706 - Ethics and Standards of I/O Psychology

(5 cr.)
Students in this course examine the origins of professional codes of ethics and standards of scientific psychology. Topics include ethical issues in academics (research, teaching, supervision), various work settings (assessment, consulting), and ethics involved in working with diverse populations. Additionally, students are introduced to forensic psychology and ethical issues related to the legal system. Students also explore how cultural factors are addressed in various ethical codes and the implications for scholar-practitioners.

Prerequisites

For Students Entering With a BS Degree Only
- IPSY 8252

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
IPSY 8715 - Human Resource Strategy, Legal, and Ethical Considerations

(5 cr.)
In this course students focus on strategic planning that supports labor relations, succession planning, retention of both tacit and explicit knowledge, as well as the strategic role of information technology in human resources management. Students will also consider the regulatory requirements for global organizations as well as establishment of a positive social and ethical environment.
Prerequisites
- IPSY 8754

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

IPSY 8720 - Strategic Thinking for Effective Human Resource Management

(4 cr.)
One of the main responsibilities of human resource managers and organizational leaders is to employ human resources (HR) to align with an organization's needs and goals, moving the organization toward competitive advantage and sustainable success. Students in this course are introduced to advanced research topics in the strategic management of HR within a systems thinking and metrics-based performance measurement context. Students engage in a variety of group activities, discussions, and writing assignments on the analysis of resource-based theories of organizational performance; strategic management; and HR strategy, planning, and management (including succession planning). Students also discuss the role of metrics, knowledge management, and human resource information systems in supporting HR and organizational strategies in global markets. Through extensive reading and literature review, students explore global and ethical dimensions of course topics and identify potential HR research topics for their dissertation.

IPSY 8725 - Human Resource Talent Management

(5 cr.)
Managing organizational talent in the 21st century requires organizations to fully engage their workforce to optimize motivation, commitment, and productivity. Leadership and management of the organizational talent strategy to optimize use of global talent is a current organizational necessity, which requires talent management leaders to consider new workforce strategies for selection, recruitment, and retention of the workforce. Topics to be considered include information technology's impact on talent management, recognition and reward systems, compensation and benefits, as well as the need to engage an agile workforce.
Prerequisites
- IPSY 8754
Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

IPSY 8730 - The Development of Human Capital Within Organizations

(4 cr.)
How do organizational leaders determine who to hire and in what ways do they ensure that capable employees are sustained and managed in a way that guarantees high performance and organizational achievement? Students in this course have the opportunity to answer such questions through the examination of advanced research topics, including the development and management of human capital within organizations. Students engage in group activities, discussions, and writing assignments on human resource concepts related to training and development, rewards and compensation, individual performance management, the role of human resources with individuals for global positions, and organization-wide succession planning. Through extensive reading and literature review, students identify potential research topics for their dissertation and explore the global and ethical dimensions pertaining to course subject matter.

IPSY 8740 - The Legal, Ethical, and Cultural Environment of Human Resource Management

(4 cr.)
Considering global-level expansion, issues of diversity, and traditional ethical issues, nearly all organizations must follow a host of laws and regulations; it is the responsibility of managers to know these guidelines for the welfare of employees and stability of the company. Students in this course explore advanced research topics that address the legal, ethical, and cultural environment, both internal to organizations and more broadly. They engage in group activities, discussions, and writing assignments on the analysis of the regulatory environment in which human resource (HR) professionals must operate, HR management's role in communications, management of diversity and inclusion, and promotion of justice within organizations. Through extensive reading and literature review, students engage actively in identifying potential research topics for their dissertation and explore the global and ethical dimensions pertaining to course subject matter.

IPSY 8750 - Human Resource Management and Its Role in Labor Relations, Negotiation, and Conflict Resolution

(4 cr.)
Human resource (HR) managers bridge the gap between employees and management, creating a challenging relationship requiring the ability to recognize and assess conflict, communicate strategically and effectively, and negotiate for resolutions. Students in this
course explore this relationship and examine advanced research topics in labor relations, negotiation, and conflict resolution. They engage in group activities, discussions, and writing assignments on a variety of topics, including the HR role in designing and managing conflict resolution processes beginning with mediation and negotiating with labor and other major human resource constituencies. Through extensive reading and literature review, students identify potential research topics for their dissertation and explore the global and ethical dimensions pertaining to course subject matter.

**IPSY 8752 - Leadership Coaching: Application**

(5 cr.)
The intent of leadership coaching is to facilitate psychological change that leads to goal attainment and enhanced performance. In this course, students apply evidence-based psychological approaches to coaching case studies. They assess coaching roles and settings; skills and competencies; models and frameworks; and current issues and future trends. Students employ critical-thinking skills and synthesize concepts learned in the course to develop a plan for implementing effective coaching in a real-world setting.

**IPSY 8753 - Leadership Coaching: Theories, Concepts, and Processes**

(6 cr.)
The intent of leadership coaching is to facilitate psychological change that leads to goal attainment and enhanced performance. In this course, students apply evidence-based psychological approaches to coaching case studies focusing on coaching competencies and ethical practices. They assess coaching roles and settings; skills and competencies; models and frameworks; and current issues and future trends. Students employ critical-thinking skills and synthesize concepts learned in the course to develop a plan for implementing effective coaching in a real-world setting. Students will also engage in hands-on coaching competency and skill development through Voice to Voice training sessions.
Prerequisites
For Students Entering With a BS Degree Only
  * IPSY 8755

**IPSY 8754 - Personnel Psychology in the Workplace**

(5 cr.)
In this course, students explore the application of psychological theory and practice to human resources activities in organizations. They examine related topics, including job analysis and design, employee selection and placement, training and development, performance management and appraisal, and legal and ethical considerations in human resources management. Through a group project case study, students research, assess,
and share critical issues in personnel psychology. They also demonstrate their ability to conduct effective research and review literature through a final research paper on a topic of interest related to course content and theory.

Prerequisites
For Students Entering With a BS Degree Only
- IPSY 8252

**IPSY 8755 - Leadership and Leader Development**

(5 cr.)
Effective leadership requires the ability to facilitate positive change, lead others in efforts to effect similar change, and work through challenges when met with resistance to change. Students in this course are provided with an extensive overview of leadership theories. Students explore definitions of leadership, major theoretical leadership models, and contextual and situational factors related to leadership and change. Students also examine various perspectives on leadership and the role of leadership in the achievement of organizational, group, and team goals. Students engage in practical assignments and discussions, focusing on effective leadership issues and practices during the process of organizational change.

Prerequisites
For Students Entering With a BS Degree Only
- IPSY 8252

**IPSY 8756 - Leadership Coaching: Practices and Applications**

(6 cr.)
Effective leadership coaches must be fully capable of working with clients immersed in different organizational cultures that present unique challenges. In this course, students apply models, approaches, and frameworks; individual and team coaching strategies; and ethical guidelines to case studies focusing on coaching competencies and ethical practices. Students also examine characteristics, factors, and conditions that influence the effectiveness of coaching; assessment and evaluation; diversity considerations; and professional issues and challenges. Students will also engage in hands-on coaching competency and skill development through Voice to Voice training sessions.

Prerequisites
- IPSY 8753
- IPSY 8755

**IPSY 8776 - Transformative Change in a Shared-Power World**

(5 cr.)
Students in this course are engaged in a collaborative study of the nature and methods
of transformative change in the complex human systems of contemporary public organizations. Students explore and employ a pragmatic-action-learning process for studying the experience of transformative change in complex systems. They examine the dynamics of complex adaptive systems to gain an understanding of how large-scale and highly interrelated human systems change through self-organization. Students explore and apply appreciative inquiry and other selected methods of transformative change to a positive organizational-change situation of personal interest. They also have the opportunity to develop professional-action habits for pragmatic-action learning in the practice of public administration.

IPSY 9000 - Dissertation

(5 cr. per term for a minimum of 4 quarters until completion)
Doctoral students in this course are provided with the opportunity to integrate their Program of Study into a research study through which they explore a specific area of interest. Students complete the dissertation with the guidance of a chair and committee members through a learning platform classroom in which weekly participation is required. Students work with their dissertation chair to write the prospectus, complete an approved proposal (the first three chapters of the dissertation), complete an application for Institutional Review Board approval, collect and analyze data, and complete the dissertation. During the final quarter, students prepare the dissertation for final review by the university and conclude with an oral defense of their dissertation. Once students register for IPSY 9000, they are registered each term until successful completion of the dissertation for a minimum of four terms. Students take this course for a minimum of four quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval.

To complete a dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.
Prerequisites

- Foundation courses
- Core courses
- Designation of an approved dissertation committee chairperson

ISYS 3001 - Information Systems in Enterprise♦

(5 cr.)
All businesses rely on systems to process, collect, share, and store important
information. The most effective way to help an organization achieve its goals is to understand how to leverage information systems and emerging technology. In this course, students have the opportunity to gain skills needed to employ such leverage in the professional arena. Students examine the characteristics of information systems and their role in organizations. They also assess and discuss the impact that information systems have on the enterprise as a whole, in addition to their current architectures, enabling tools, and project cycles.

**Prerequisites**

- **BS in Business Administration**
  - BUSI 1001 or BUSI 1002
- **BS in Computer Information Systems**
  - BUSI 1001 or BUSI 1002
- **BS in Communication**
  - BUSI 1001 or BUSI 1002
- **All Other Programs**
  - BUSI 1002

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

### ISYS 4301 - Business Process Design♦

(5 cr.)

Students in this course have the opportunity to gain working knowledge of the requisite skills, concepts, and methodologies that managers and team members use to conduct a business process redesign (BPR). Through weekly readings of literature and contemporary articles, students learn about the manager’s role in the business process as well as the function of BPR. They examine the function of information systems as enablers for business process design. They also learn how to analyze business processes and redesign them for dramatic results. Reinforcing the practical application of concepts, students demonstrate their critical-thinking and problem-solving skills through a case study assignment in which they solve a real-world problem using BPR.

**Prerequisites**

- ISYS 3001

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

### ISYS 4302 - Management of Technology♦

(5 cr.)

The efficiency and success of most organizations today depends on the ability of leaders
to integrate technology and business functions through activities such as supply chain management, outsourcing, and e-business practice. Students in this course examine the key concepts in management of information technology and the role of technology managers. They analyze the management of technology from both a process and system perspective and investigate major technical issues involved in innovation and implementation. Students engage in weekly discussions on a variety of topics, such as advanced databases, business intelligence, artificial intelligence systems, wireless technology, and outsourcing.

Prerequisites
- ISYS 4301

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ISYS 4303 - Case Study: Project Management

(5 cr.)
The process of creation, from conception through completion, requires a diverse set of management skills, including the ability to make strategic plans. In this course, students learn the theory, tools, and techniques needed to manage technology projects successfully throughout a project lifecycle. Students in this course focus on the project management process and development of the project team as key to the successful achievement of information systems projects. They analyze the role of the project manager as an integral administrator overseeing the execution, progress, and interaction of all parties involved. Students also assess and discuss effective project management styles, critical factors for project success, organizational support systems that enhance projects, project authority, and ethics in project execution.

Prerequisites
- ISYS 4302

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ITEC 1005 - The Profession and Practice of Information Technology

(5 cr.)
This course provides students a foundation for successful study and professional practice in information technology (IT). Students explore a variety of IT careers and develop a foundational understanding of the components of information systems. Students develop key skills for academic and professional success with communications, analysis, and social responsibility.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
ITEC 1010 - IT Infrastructure

(5 cr.)
Information technology (IT) is essential to the function and success of nearly all businesses. Businesses whose systems are lacking or experience failure are at risk of significant loss; therefore, there will always be a need for IT support and innovation. In this course, students are introduced to fundamental concepts of the IT infrastructure to prepare for a role in the field of IT. Students learn about the structure and purpose of hardware components (computers, networks, and interface devices) and software components (operating systems, middleware, applications, and system software). They examine key issues of capacity, performance, reliability, scale, and obsolescence through the evaluation of IT’s role in supporting business and individuals. Students take a practical approach to understanding how IT infrastructure can relate to personal goals as they examine the various career options within the field.

ITEC 1015 - Introduction to Computer Systems+

(5 cr.)
In this course, students are introduced to the fundamental concepts of computer systems to prepare for a role in the field of IT. Students learn about the structure and purpose of hardware components (computers, networks, and interface devices) and software components (operating systems, middleware, applications, and system software). The course includes the essential domain aspects for platform technologies and incorporates emerging technologies.
Prerequisites
• ITEC 1005

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ITEC 1020 - Networking Fundamentals+

(5 cr.)
Corporations, small businesses, and even individuals rely upon robust communication networks that secure local resources while connecting into worldwide infrastructure. This course provides students with the opportunity to develop and administrate a small business network through hands-on lab exercises. They examine physical and logical local network components as well as protocols and connections for internet services and applications. Hands-on labs exercises provide experience with network configuration and settings.
Prerequisites
• ITEC 1010 or ITEC 1015

Students may take this as a non-degree course, which means they do not have to be enrolled in a
ITEC 1030 - Introduction to Programming

(5 cr.)
The cornerstone of modern software design is object-oriented programming (OOP), which is a methodology that uses objects to represent complex relationships and simplifies the development and management of information systems. This course provides students with introductory information on OOP and other prevailing techniques in programming. Students begin by studying foundational concepts and terminology of OOP. They examine programming paradigms, algorithmic thinking, and problem-solving techniques in OOP. Students engage in coursework on computer program design, constraints, variables, functions, procedures, logic and code control, error trapping, error handling, and interactive coding techniques. They gain hands-on, practical experience on compiling and running applications, reading data interactively, and debugging.

Prerequisites
- ITEC 1010 or ITEC 1015
- MATH 1040

ITEC 2010 - Data Structures

(5 cr.)
A data structure is a specialized layout for organizing and storing data. This is an integral part of the information technology arena; programmers work with many different types of data structures. Using fundamental programming knowledge, such as object-oriented programming (OOP), students continue their practice with OOP and have the opportunity to gain knowledge of advanced data structures, including lists, stacks, queues, hashmaps, trees, and the functions of each. They also learn how to choose data structures that are appropriate for various types of information. They engage in discussions to work through ideas and gain various perspectives on topical issues, such as OO inheritance and polymorphism, arrays, and data collections. Students gain hands-on experience as they solve complex problems by writing a program and using tools to create, compile, debug, and run interactive OO programs with data structures.

Prerequisites
- ITEC 1030

ITEC 2020 - IT Theory Fundamentals

(5 cr.)
Did you ever wonder how many different valid passwords a computer system allows? Or perhaps you need to know how to encrypt a message so that only the intended
recipient can decipher it. To answer such questions, programmers use discrete mathematics, which allows them to study sets and numbers, linear algebra, combinatorics, graphs, and probability. Students in this course are introduced to discrete mathematics concepts and techniques used in information technology (IT). Students examine each concept in action and geared toward a specific application in IT. They engage in various application assignments focusing on elements of graph theory, coding, and probability.

**Prerequisites**
- ITEC 1010
- MATH 1040

**ITEC 2025 - Discrete Structures**

(5 cr.)
Mathematics underpins much of Information Technology. Programming loops, web searches, data encryption, database queries, and network routing all have a mathematical foundation. This course introduces students to discrete mathematics concepts with focus on applications in Information Technology. Concepts include logic operators, recursive and iterative loops, sets, discrete probability, functions, trees, and graphs. Applications include complexity analysis, programming algorithms, network routing, and protecting and validating data. This course provides a mathematical foundation for applications across IT disciplines.

**Prerequisites**
- ITEC 1030

**ITEC 2030 - Platform Technologies and Operating Systems**

(5 cr.)
There are many important benefits from studying the different types of operating systems, such as administering computers efficiently and structuring code more effectively, which lend to best practices in writing code. This course provides students with an overview of the concepts of computer operating systems, including the main functions, similarities, and differences. They explore a variety of topics, including configuration, file systems, security, administration, interfacing, multitasking, and performance analysis. Students contextualize their learning experience through hands-on activities, such as performing basic administrative tasks on different operating systems, including configuring networking parameters, administering user accounts and groups, setting access and application permissions, and locating and analyzing log files.

**Prerequisites**
- BS in Business Administration
- ITEC 1005

**BS in Computer Information Systems Cyber Security for Information Systems Concentration**
ITEC 2040 - Systems Analysis

(5 cr.)
There are many roles involved in creating and managing an organization’s information system, including the systems analyst. The analyst helps to ensure the software development process is successful by understanding its purpose, scope, and resource requirements. This course provides students with the prospect of understanding the field from the perspective of a systems analyst. Students focus on the definition and examination of system requirements, both functional and nonfunctional, for an information system (IS) project. Through the systems analysis process students learn about the identification of stakeholders, techniques for requirement elicitation, representation, and life cycles. Students sharpen their communication and practical skills by working on an information system development project.

Prerequisites
BS in Computer Information Systems
- ITEC 1010 or ITEC 1015 or CMIS 1002 or ITEC 1005
BS in Information Technology
- ITEC 1010 or ITEC 1015 or CMIS 1002

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ITEC 2050 - Systems Design

(5 cr.)
This course provides an introduction to Agile system development and various methodologies that support Agile development. Students explore the discipline of implementing system requirements and developing structural and functional designs that model organizational information technology solutions. They examine conceptual modeling and application frameworks. Students learn the basics of modeling, design representations, and the use of design tools. The course also examines planning and implementation issues.

Prerequisites
- ITEC 2040 or CMIS 3003

Students may take this as a non-degree course, which means they do not have to be enrolled in a
ITEC 2055 - Technical Problem-Solving and Project Management

(5 cr.)
The process of creation, from conception through completion, is complicated and requires a diverse set of management skills. This course combines the fundamental skills in problem-solving with project management skills. Students are introduced to the knowledge, tools, and techniques needed to successfully manage information technology (IT) projects throughout a project life cycle. Students in this course focus on the IT project management process and development of the project team as key to the successful achievement of IT projects. Students analyze the role of the project manager as an integral administrator overseeing the execution, progress, and interaction of all parties involved. Students learn the intricacies of managing projects and programs that may span multiple organizations. They engage in coursework through which they examine the project management cycle, sourcing strategy, third-party provider selection, and management of third-party providers.

Prerequisites
- ITEC 2050 or CMIS 3004

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ITEC 2060 - Database Management Systems

(5 cr.)
All businesses rely on computerized systems to manage their data and to keep that data secure, accurate, and reliable. A database is a system designed to do just this as well as to simplify the processes of data entry, search, and retrieval. In this course, students learn about database management through the examination of the life cycle of a database. They focus on the representation and manipulation of information in relational database management systems and learn how to map real-world data to relational representations and how to manipulate data through relational queries to implement data-intensive applications. Students also discuss related issues, such as database storage, data validation, sorting, grouping, and nesting data. Students learn to use a core subset of the Structured Query Language (SQL) as well as the fundamentals of database administration.

Prerequisites
- ITEC 2055 or ITEC 3040 or CMIS 3004

ITEC 2070 - User Experience Design
This course introduces user experience design in the context of user experience, how a product behaves and is used for real-world applications. It includes an overview of human perception and cognitive performance, computer processes, and system design approaches to facilitate positive user experiences. Topics include social and emotional interaction, the process of user experience design, how to capture requirements, and construction and evaluation approaches. 

Prerequisites
- ITEC 2055 or ITEC 3040 or CMIS 3004

ITEC 2080 - Web Programming

Every day we are learning to adapt to 21st-century technology. More importantly, we are beginning to rely on it for daily needs, such as obtaining the news, shopping, communicating, banking, and full-scale education. There is a high demand for developers of static and dynamic web pages of all kinds. In this course, students consider factors such as optimization, accessibility, and appeal in the design and development of web applications. They also examine the tools and techniques needed to develop and manage these applications. Through discussions and application assignments, students explore dynamic web page implementations, elements of client-server and server-side processing, data validation, and concurrency issues. 

Prerequisites
- ITEC 1030

ITEC 3010 - Web and Mobile Technologies

Mobile computing was developed in the early 1990's with the introduction of laptop computers. Since then, devices have become smaller, more intuitive and accessible, and have worked their way into businesses, homes, hospitals, and children's backpacks. The basic principles of system design for such technologies are not entirely different from larger-scale development, but designers must make different considerations and use special techniques for web and mobile technologies. In this course, students examine the technical, business, legal, and sociocultural benefits and challenges of mobile devices and wireless communication technologies. Through discussion and written assignments, students explore wireless protocols and business and consumer applications, such as mobile computing, communication, and multimedia devices; and intelligent and context-aware services. 

Prerequisites
- ITEC 2055
- ITEC 2080
ITEC 3020 - Information Assurance and Security

(5 cr.)
Insecure security systems can cause major risks and vulnerabilities for companies. Breaches in personal employee information, financial information, or company secrets can elicit the downfall of an organization. In this course, students learn the importance of such concerns as well as key concepts of computer and information security, including technical, privacy, organizational, social, and policy issues. They examine fundamental notions of authentication, authorization, and encryption. Students learn about economic and human impact issues through the analysis of case studies of security and privacy breaches. Through discussions and assignments, students also examine risk management, informal system security methods, and corporate governance.

Prerequisites
BS in Business Administration
- ITEC 2030
BS in Information Technology
- ITEC 2055 or ITEC 3040 or CMIS 1002 or ITEC 2030
All Other Programs
- ITEC 2055 or ITEC 3040 or CMIS 1002

ITEC 3030 - Business Architecture and Process♦

(5 cr.)
All companies have goals, but depending on the organization’s size or purpose, these goals may differ. Some may be to improve efficiency and immediate profit and others might be long-term sustainability or customer satisfaction. Regardless of specific goals, leaders must understand the organization as a whole, including its structure, processes, applications, and systems, so that the company can make informed decisions, avoiding risks and instability. Students in this course examine the structure and operations of organizations from an information processing point-of-view. Students work toward gaining skills in analyzing, designing, and improving operations as they engage in coursework focusing on fundamental business structures; business process design, management, and optimization; decision support and automation; enterprise resource planning; and integration. Using current ligature and simulations, students evaluate specific techniques designed to manage change in a company as well as to measure and maintain process advancement and value.

Prerequisites
- ITEC 2050

♦Students may take this as a non-degree course, which means they do not have to be enrolled in a
ITEC 3040 - IT Project Management

(5 cr.)
The process of creation, from conception through completion, is complicated and requires a diverse set of management skills. Students in this course are introduced to the knowledge, tools, and techniques needed to successfully manage information technology (IT) projects throughout a project life cycle. Students in this course focus on the IT project management process and development of the project team as key to the successful achievement of IT projects. Students analyze the role of the project manager as an integral administrator overseeing the execution, progress, and interaction of all parties involved. Students learn the intricacies of managing projects and programs that may span multiple organizations. They engage in coursework through which they examine the project management cycle, sourcing strategy, third-party provider selection, and management of third-party providers.
Prerequisites
- ITEC 2050 or CMIS 3004

ITEC 3101 - Systems Software Security

(5 cr.)
Information security specialists oversee enterprise operations that follow industry best practices for security and data integrity to ensure that systems are free from external threats and risks that may jeopardize or harm the organization. Students in this course investigate the responsibilities of the security specialist, including the security of operating systems and other system software. Through a variety of assignments, including hands-on lab work, students explore components of a networked operating system, architectural designs for secure usage, system administration tasks, and tools for security. Students examine the real effects that security threats have on systems. They address such threats through exercises in administrative tasks using tools vital for implementing security policies.
Prerequisites
- ITEC 3020 or CMIS 4101

ITEC 3201 - Database-Driven Web Applications

(5 cr.)
In this course, students gain the skills necessary to develop and administer database-backed dynamic web applications. Demand for developers who can create cutting-edge, fully-interactive, dynamic websites is increasing as organizations compete for web presence. Students explore contemporary development tools for database-driven web
applications, the use of multitier architecture to separate business logic and presentation, and data storage and management. They also examine server and application configuration to ensure site security, session management, and user authentication. In this course, students have the opportunity to enhance their communication and critical-thinking skills as they engage in peer discussions on topical issues, such as web hosting, website operations, security, and database management.

Prerequisites
- ITEC 2060
- ITEC 2080

ITEC 3202 - Data Centers

5 cr.
Effective data center operation involves efficient operating practices in an environmentally responsible manner. Students in this course encounter an overview of data center principles and operational issues, including environmental controls, power supplies, backup, data communications, and security standards to assure business continuity. Students discuss emerging trends and technologies in areas including cloud computing, virtualization, middleware, databases, data centers, green grids, and corporate and environmental social responsibility.

Prerequisites
- ITEC 2050

ITEC 3301 - IT Service Management

5 cr.
Technology is the catalyst of innovation which is often utilized to create and expand organizational and business value. In this course, students explore the integration of technology and organizational imperatives in a holistic manner. The purpose of this course is to provide students with an understanding of the management of information technology (IT) including the relationships of parties involved, the tools for IT process improvement, and best practices involved in the field. Students focus on the relationships within an IT organization, with external business customers, and end-users. They explore the customer's perspective of IT's contribution to the organization and they learn how to communicate effectively with stakeholders. Students use case studies, current articles, and industry standard frameworks to examine a variety of topics, including operations architecture, IT governance, and utilization of relevant management strategies. Students also examine relationships of IT service management to process improvement movements, for example, Six Sigma improvement methodology, total quality management (TQM), business process management (BPM), and Capability Maturity Model Integration (CMMI) standards.

Prerequisites
• ITEC 2055 or ITEC 3040

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ITEC 3402 - Server-Side and Multi-Tier Programming

(5 cr.)
Life in the 21st century is fast paced, and the public demands information that is expeditious, accurate, and appealingly presented. Students in this course have the opportunity to acquire the knowledge and skills needed to create the types of practical, well designed, dynamic web pages that can provide people with the information they need at the pace they want. Students examine the configuration of web server software, the function of server-side programming, and the use of scripting languages. They learn about techniques for enhancing performance through examination of multi-tier locality and parallelism. They also practice methods of access control and secured transmissions in server-side programming. Students have the opportunity to gain hands-on experience through a course-long project in which they build on skills acquired in each unit to transform a static website into a fully functional, dynamic website.

Prerequisites
• ITEC 2080

ITEC 3501 - Web and Mobile Application Design

(5 cr.)
Developers have to keep usability, accessibility, and cross-device compatibility in mind when creating applications for multiple platforms. In this course, students analyze and evaluate the critical elements of the development lifecycle of these applications, including visual design, information architecture design, and interaction design as well as the work-products that developers produce.

Prerequisites
BS in Computer Information Systems Web and Mobile Applications Design Concentration
• ITEC 3010 or ITEC 2080

BS in Information Technology Web and Mobile Applications Development Concentration
• ITEC 3010 or ITEC 2080

All Other Programs
• ITEC 3010

ITEC 4010 - Network Administration
Students explore the role of a network administrator, the many considerations of operating a modern system, and the tools and technologies that are available to meet the requirements and demands of an organization’s network. They acquire an understanding of the hardware and software components that make up the internet and examine protocols, routers, and client/server architecture related to configuring network services. Students study software platforms, control, shared resources, and security from a practical perspective. Through a series of hands-on assignments, students practice administrative tasks using applications as network tools for routing, securing ports, configuring network address translations, and confirming reconfigurations.

Prerequisites
- ITEC 1020
- ITEC 2055 or ITEC 3040

**ITEC 4020 - Quality Management Standards for IT**

Organizations in all sectors, including small businesses, government departments, and educational institutions, employ the use of quality management in information systems for a variety of reasons, such as meeting consumer’s requirements, complying with regulations, and reaching environmental goals. Students in this course explore the history of the quality revolution and the practices and standards used by today’s information technology organizations to ensure quality. Students engage in exercises, analyses, and discussions on total quality management (TQM) guidelines, Six Sigma improvement methodology, International Organization for Standardization (ISO) quality standards, Capability Maturity Model Integration (CMMI) standards, personal software process (PSP), team software process (TSP), and the metrics used to measure success of quality initiatives. Students also learn to use tools and techniques to analyze a quality problem to make recommendations for improvement.

Prerequisites
- ITEC 2050

**ITEC 4030 - Systems Integration**

Students in this course examine the systems integration approaches used by today’s organizations to learn what makes them more effective, efficient, and competitive. They explore the potential of enterprise application integration (EAI) using traditional and cloud-based platform environments. Through a hands-on approach, students learn to solve an integration problem by designing an appropriate architecture.

Prerequisites
ITEC 4101 - Network Security

(5 cr.)
Technological innovation has led us to store all types of information on the web, such as medical records, financial data, and personal communications. We rely on this information to be safe from external attacks. Preventing such threats is a vital role in the field of information technology. Students in this course have an overview of network security defense techniques and countermeasures. Students sharpen their communication and analytical skills through the discussion and debate of a variety of topics, such as cryptanalysis and attacks, safety of wireless connections, intrusion detection methods, and access control. They engage in assignments designed to provide them with practical applications of content, such as the design and configuration of firewalls, traffic analysis and filtering, intrusion detection, statistical anomaly detection, and wireless security.

Prerequisites
BS in Computer Information Systems
- ITEC 3020
All Other Programs
- ITEC 4010
- ITEC 3020 or CMIS 4102

ITEC 4102 - Application Software Security

(5 cr.)
In the past, security measures were merely supplemental to software design. But with the increasing threat of hackers who manipulate applications and steal or modify important data, countermeasures are vital to protect applications from vulnerability. This course provides students with an overview of best practices in developing secure software applications and the tools for investigating anomalies and vulnerabilities in application software. Students engage in a variety of course assignments focusing on related topics, including buffer overflow, structured query language (SQL) injections, selected programming and scripting languages, and the security of web applications on both the client and server side.

Prerequisites
- ITEC 2080
- ITEC 3020

ITEC 4103 - Computer Forensics
As we adapt to the digital revolution, an increasing number of cases, both civil and high-profile, rely on data identification, recovery, and preservation of digital evidence. We also rely on computer forensics for the prevention and prosecution of criminal activity, such as child pornography, financial fraud, and personal identify theft. In this course, students learn procedures and tools for collecting and investigating evidence from illegal or inappropriate computer use. They also engage in a range of assignments and activities focusing on the legal, ethical, and policy implications of various forensic techniques and monitoring practices.

Prerequisites
- ITEC 3101
- ITEC 4101
- ITEC 4102

ITEC 4201 - Database Administration

The database administrator plays an integral role in ensuring that the information on which organizations rely is organized, efficient, and secure. In this course, students identify the range of tasks a database administrator performs, including disaster recovery, performance analysis and tuning, data dictionary maintenance, data modeling and optimization, and database and user management and monitoring. They also assess the techniques, tools, and best practices used in managing a relational database. Students apply concepts presented in the course to practical exercises involving installation, management, performance monitoring, creation of users and user privileges, backup, and recovery.

Prerequisites
- ITEC 2060

ITEC 4202 - Advanced Database Topics

Mathematics underpins much of Information Technology. Programming loops, web searches, data encryption, database queries, and network routing all have a mathematical foundation. This course introduces students to discrete mathematics concepts with focus on applications in Information Technology. Concepts include logic operators, recursive and iterative loops, sets, discrete probability, functions, trees, and graphs. Applications include complexity analysis, programming algorithms, network routing, and protecting and validating data. This course provides a mathematical foundation for applications across IT disciplines.

Prerequisites
- ITEC 4201
ITEC 4203 - Fault-Tolerant Systems

(5 cr.)
Businesses rely on stable, secure systems to run their organizational operations. If a system is disrupted or encounters problems, it may result in loss of money, time, or customer faith. Effective data center operation helps to provide assurance that the integrity and functionality of a system is at low risk of disruption or threat. Students in this course explore the study and application of the principles of fault-tolerant systems (failsafe) and networks, which are used to ensure systems continue to operate appropriately, even if one or more components fail. They learn about a variety of topics, including design; modeling; analysis; and integration of hardware, software, and redundancy techniques to achieve dependable systems. Students also examine performance and reliability evaluation techniques, system diagnosis, disaster recovery planning, backup strategies for data and hardware, virus monitoring, and associated security and administration issues.
Prerequisites
• (ITEC 2025 and ITEC 2055) or (ITEC 2020 and ITEC 3040)

ITEC 4302 - Network Planning and Maintenance

(5 cr.)
Before a business can establish a new network or service, they must ensure that the system or service meets their specific needs and requirements. Once a system is in place, they must continue to ensure that the network is optimized, connected appropriately, and free of critical threats, such as viruses and spyware. In this course, students get hands-on about the specifics of planning, maintaining, and auditing data communications and networks in an organization. Students engage in assignments and hand-on activities focusing on long- and short-term business planning, operations, maintenance, and forecasting. They also explore topological design, network synthesis, and network realization.
Prerequisites
• ITEC 2020 or ITEC 2025
• ITEC 4010

ITEC 4401 - Software QA Testing and Test Tools

(5 cr.)
Nearly all organizations engage in software testing to ensure system stability and prevent future problems. Sometimes testing is the responsibility of individuals; other times, an entire team composed of testers and developers work together to test a
system and evaluate the results. Regardless of the approach, testing is an integral process in business and requires the use of specialized techniques and tools. In this course, students learn about software quality and the components of software quality assurance systems before, during, and after software development. They examine metrics and models for software quality as a product, in process, and in maintenance. Students also learn about the testing tools used to automate the process, including related challenges and limitations.

Prerequisites
- STAT 3401

ITEC 4402 - User Interface Evaluation, Design, and Development

(5 cr.)
How do we design interfaces for optimal efficiency and appeal? Before we can answer this question, we must first understand the goals, needs, and skills of the user. In this course, students consider these factors and learn methods for evaluating, designing, and improving human-computer interfaces. Students engage in exercises, discussions, and other assignments to explore a variety of topics, such as user-interface evaluation methods, requirements analysis, and user-interface design methodologies, including rapid prototyping and iteration.

Prerequisites
- ITEC 2070

ITEC 4501 - Web and Mobile User Experience Design

(5 cr.)
Designers strive to optimize the interaction between the user and the system to create a smooth and productive user experience. Students in this course focus on the particular challenges of creating user-centered mobile applications. They also investigate the design process deliverables used to communicate with clients, technical leads, and stakeholders.

Prerequisites
- ITEC 2070

ITEC 4502 - Implementing Effective Mobile Web Applications

(5 cr.)
Successful mobile web applications have interfaces that support effective interactions and inspire user allegiance. In this course, students use current web development tools and technologies to design, develop, and evaluate intuitive and attractive mobile web applications.

Prerequisites
ITEC 4501

ITEC 4503 - Developing Mobile Native Applications

(5 cr.)
Building mobile applications that operate on a variety of devices poses a unique set of challenges that the developer must consider and address at each stage of the development lifecycle. In this course, students will use current development tools and techniques to design, develop, and evaluate intuitive and attractive mobile native applications.
Prerequisites
  • IT 4502

ITEC 4902 - IT Senior Seminar

(5 cr.)
In this capstone course, students review the work they have collected in their portfolios and reflect on their educational experience. They revisit the career priorities they expressed upon entry into the program and consider their professional goals in the context of their education. They also develop plans for continued learning and career development in the context of their personal objectives and priorities.
Prerequisites
  • All core courses

ITEC 4999 - IT Capstone Project

(5 cr.)
In this capstone project course, students complete an integrative IT project that combines multiple aspects of their information technology program. The project requires collaboration with a team of students to manage, analyze, design, implement, and evaluate a computer-based information system. The system development process is initiated with a case study included within the course structure. Students will develop a project charter that will guide them through the discovery of functional and nonfunctional requirements, the creation of a system design based on those requirements, and the development and testing of a functional computer application. Students will develop a management presentation to describe the project design and justify the continuation of the project. In addition, students will create or update their professional development plan, using the plan as a starting point for a job search or career upgrade based on the experience and professional skills they have developed while completing their educational program.
Prerequisites
  • All required core and concentration courses
ITEC 6020 - Core Web Technologies♦

(3 sem. cr.)
Through this course, students learn key technologies and design principles for interactive web applications as well the professional, individual, organizational, societal, and regulatory implications thereof. Students learn how pages are designed and how they interact with external servers to deliver information—important concepts underlying how computers enable communication among Internet users and allow enterprises to conduct business online. They develop and manage Web-based applications using a selection of fundamental tools and techniques, such as XHTML and cascading style sheets.

◆ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ITEC 6030 - Principles of Programming♦

(3 sem. cr.)
The discipline of software development demands a variety of skills. Students in this course assess the fundamental practices and principles of designing and constructing object-oriented programs. They engage in substantial hands-on practice, reinforcing algorithmic thinking, logical design, precise coding, and careful attention to quality.

◆ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ITEC 6040 - Systems Analysis and Design♦

(3 sem. cr.)
Students in this course examine the role a systems analyst plays in developing large-scale software systems and explore the phases of the software development life cycle. A systems analyst is responsible for designing the new system, ensuring the new system will meet the organization’s needs, and ensuring that the correct staffing is available to create the new system. A systems analyst must also be able to resolve conflicts of interests. In this course, students focus on the definition of system requirements, both functional and nonfunctional, for an information system (IS). Students also investigate how to model requirements, data, and processes to meet business needs.

◆ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ITEC 6111 - Information Technology in the Organization
(3 sem. cr.)
Through a review of modern computer systems and the social and economic issues related to their use, students in this course are introduced to the conceptual foundations for designing, developing, and deploying large-scale management information systems. Students investigate the role of information technology in an organization—particularly the collection, storage, and distribution of information for operations, planning, and decision making.

ITEC 6115 - Computer Networking and Operating Systems

(3 sem. cr.)
Within this course, students can learn the concepts of computer operating systems, including the main functions, similarities, and differences. Students can explore a variety of topics, including configuration, file systems, security, administration, interfacing, multitasking, and performance analysis. In addition, they can further their understanding of computers through the study of computer networks by learning key networking concepts, components, and the design of information and communication infrastructure solutions.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ITEC 6120 - Operating System and Network Architecture

(3 sem. cr.)
The infrastructures of operating systems and networks are the fundamental technologies that support enterprise information systems. Students in this course examine the components of computer systems, their underlying operating systems, and their data communications networks. They critically investigate the services these components provide and draw implications for the large-scale enterprise. Students sharpen communication and critical-thinking skills through weekly discussions on related topics, such as modularity, abstraction, threading, virtual memory, Internet protocol, atomicity, and concurrency control.

ITEC 6130 - Advanced Software Development

(3 sem. cr.)
Contemporary software development principles continue to evolve. In this course, students explore contemporary software development concepts and tools. Through application assignments designed to contextualize theories presented in the course, students apply object-oriented techniques, usability principles, and design for reuse. Students have the opportunity to acquire knowledge requisite to the development of sound, maintainable, and extensible software.
Prerequisites
- ITEC 6030
ITEC 6145 - Enterprise Database Design

(3 sem. cr.)
In this course, students discuss the design, implementation, and operation of databases using a principal relational database management system (DBMS). Many fundamental topics are covered in this course including: data modeling using entity-relationship diagrams; data storage, manipulation, and queries using structured query language (SQL); functional dependencies, normalization concepts, data warehouse architectures, data warehouse modeling, and data analytics.

ITEC 6150 - Principles of Software Engineering

(3 sem. cr.)
The principles of software engineering and software design allow for the methodical construction and controlled development of complex software systems. Students in this course survey the evolution and current practices of software engineering through the entire software life cycle, with emphasis on the elements that significantly affect software system quality.
Prerequisites
- ITEC 6145

ITEC 6160 - Enterprise Systems Architecture

(3 sem. cr.)
Large-scale enterprise systems often rely on architectural frameworks that define their main components as well as the interactions among these components. Students in this course survey the principal design strategies and tools for constructing the modern information system. They identify common vendor and open-source components, illustrating how these elements can create and integrate robust web- and cloud-based services and applications.

ITEC 6170 - Fundamentals of Information Assurance

(3 sem. cr.)
The principles of confidentiality, integrity, and availability of data while it is being stored, processed, or communicated guide the policies and practices of information assurance. In this course, students investigate the theory of information security and data protection, study common system risks and vulnerabilities, and follow best practices to protect computer and data assets. These practices address organizational policies, access controls, software and network design, and logging and auditing.

ITEC 6401 - Statistical Concepts for Big Data
Statistical analysis supports quality management, drives decision making, enables forecasting and prediction, and provides a means for understanding many aspects of our world. Data is everywhere in today's integrated technological society, and statistical analysis provides the means to access and interpret data. Students in this course are introduced to statistics focused on working with complex data sets and analyzing big data. Students synthesize theory with practical applications to learn the fundamentals of statistical reasoning, descriptive statistics, visual data display, regression, hypothesis testing, research design, anomaly detection, and advanced analysis practices. They have the opportunity to practice using a statistical software package to solve statistical problems. Students use a publicly available big data set to formulate their own study and complete a statistical analysis.

ITEC 6600 - Foundations of Health Informatics

In this course, students are provided with a broad historical, technological, and theoretical framework for the study of health informatics. Consideration is given to the past, present, and future of this rapidly evolving discipline, with exploration of critical issues and challenges within the field, as well as potential applications, benefits, and opportunities for improving the management of healthcare through information technology. Special topics to be considered include the development of virtual and interactive healthcare through technology; the interoperability, standardization, safety, and risks associated with the implementation of the electronic health record; and the emergence and adoption of new information technologies. Professional roles and responsibilities related to managing health information technology are described, as well as organizations that promote health informatics. A global perspective of trends and issues in health informatics is provided.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ITEC 6610 - Information Assurance and Risk Management

Students in this course learn about the security governance structure that organizations employ to manage risks. Various laws, regulations, and organizational objectives are typically mapped to organizational policies and translated into procedures, practices, standards, and guidelines. Students examine appropriate organizational structures for providing oversight and managing security throughout the enterprise.

ITEC 6620 - Information and Systems Security

Participants in this course study in-depth techniques for defending IT infrastructure.
against attack. Students explore tools for configuring and testing system and network security, and they examine administrative and operational countermeasures. Students discuss a range of active responses to a security breach.

**ITEC 6630 - Computer Law, Crime, and Investigation**

(3 sem. cr.)
Security professionals need to understand the legal context of their work: Many laws apply to IT crimes, and botched investigations can have serious consequences. Students learn about the types of offenses and their consequences under the law. Investigations of breaches must be conducted methodically and with great care. Students examine the various types of cyber offenses and techniques for investigating them, as well as ethical uses of information and computing resources in organizations.

**ITEC 6631 - Information Systems Management**

(3 sem. cr.)
Students learn key approaches to the integration of enterprise-wide information to support business strategy and decision making. They cover issues in data acquisition, storage, retrieval, and analysis. Topics include data warehouses; data marts; dashboards, key performance indicators, and scorecards; online analytical processing; and data visualization.

**ITEC 6640 - Topics in High-Assurance Computing**

(3 sem. cr.)
Individual, group, and organizational behavior can have an enormous effect on safety and security. Because security professionals often observe that security is more dependent on people than on technology, they must have a clear understanding of human factors. Students examine advanced topics in the practice of information assurance, such as using social psychology to implement security.

**ITEC 6645 - Representation of Health Information♦**

(3 sem. cr.)
In this course, students examine the need for consistency in health data standards and the importance of appropriate identification and selection of these standards. The structure of medical and health information through effective knowledge representation is presented, with an emphasis on the practice of knowledge management and the incorporation of evidence-based best practices. The diverse terminology, ontology, acronyms, coding, and classification systems used in health information technology, both by information systems users and by those who design and maintain those systems, are examined. Topics include data communication, the development and advancement of e-health technologies, and future federal initiatives to digitalize health data.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a
ITEC 6650 - Software Systems Engineering and Requirements Management

(3 sem. cr.)
Students in this course place software engineering in the context of systems engineering. Students discuss the role of software engineering in analyzing user needs and examine how to develop solutions while building systems involving various components. Students receive a broad perspective of the system engineering lifecycle, including requirements, design, integration, transition, operation, maintenance, and support. They focus on issues of requirements engineering such as the elicitation of requirements, analysis, specification, validation, and change management.
Prerequisites
   • ITEC 6150

ITEC 6655 - Data Warehousing and Business Intelligence

(3 sem. cr.)
Students learn key approaches to the integration of enterprise-wide information to support business strategy and decision making. They cover issues in data acquisition, storage, retrieval, and analysis in this course. Topics include data warehouses; data marts; dashboards, key performance indicators, and scorecards; online analytical processing; and data visualization.

ITEC 6660 - Software Design and Construction

(3 sem. cr.)
Software architects design software to meet desired quality attributes. They must minimize complexity while following heuristics and standards, even as they anticipate change. In this course, students explore the fundamentals of software design. They examine key issues such as concurrency, event handling, interaction, and fault tolerance.
Prerequisites
   • ITEC 6150

ITEC 6661 - Business Analytics and Data Mining

(3 sem. cr.)
Students learn and apply techniques for inference and discovery in large data sets. Topics include statistical inference, exploratory data analysis, data mining, text mining, and machine learning for predictive modeling.

ITEC 6670 - Software Quality and Testing
Competitive organizations demand high-quality software. IT professionals employ software management techniques to measure, control, and ensure software quality. Students in this course cover software quality management processes, with a special focus on software testing.

Prerequisites

- ITEC 6650

**ITEC 6675 - Introduction to Big Data Analytics**

The amount of data available to organizations to help them create a competitive advantage is growing exponentially. These data sets are so large and complex that traditional data modeling and data analysis processes are inadequate. In this course, students are guided through basic approaches to querying and exploring data using higher level tools built on top of a Hadoop Platform. Students will walk through query interfaces, environments, and the canonical situations for tools like HBASE, HIVE, Pig, as well as more open source tools like HUE.

**ITEC 6680 - Software Engineering Management and Processes**

Enterprise managers are keenly interested in implementing efficient and effective software development processes. Developments in the application of software engineering to help managers gain control over the production of software, including processes that measure progress, quality, and cost at the project and organizational levels, are covered in this course.

Prerequisites

- ITEC 6145

**ITEC 6685 - Data Visualization**

Big Data normally refers to petabytes (1000 terabytes) or exabytes (one billion gigabytes) of unstructured data. This amount of data requires new methods to analyze, visualize, and present these data in a way that yields insight and understanding. Students in this course are introduced to elementary graphics programming, focusing primarily on two-dimensional vector graphics and the programming platforms for graphics. This infrastructure will also include lessons on the human side of visualization, studying human perception and cognition to gain a better understanding of the target of the data visualization.

**ITEC 6700 - Psychology of Social Change**
In this course, students analyze and evaluate theories of social and personal change. Students engage in a variety of conceptual and application assignments focused on power and social inequalities, ethnic inequalities, global environment, and issues related to gender and sexism, such as homophobia. In addition, students examine the impact of social change theories on children, families, and societies. They explore the concepts of change agent and change advocate as well as the role of the psychologist as change agent. Students also engage in an integrative written assignment to synthesize theories and analyze a current social problem in their community, for which they propose an action to address the issue and drive positive social change.

ITEC 6712 - Business Architecture and Process

(3 cr.)
Students in this course examine the structure and operations of organizations from an information-processing point of view and develop their skills in analyzing, designing, and improving operations. Topics include fundamental business structures; business process design, management, and optimization; decision support and automation; and enterprise resource planning and integration.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ITEC 6713 - Business Strategy for Competitive Advantage

(3 sem. cr.)
The focus of this course is on the development and implementation of business strategies that enable competitive advantage, with an emphasis on understanding the current environment in which the organization competes and forecasting how that environment may change.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ITEC 6721 - Organizational and Social Dimensions of Information Systems

(3 sem. cr.)
In this course, students place their technical and process work in a human context, focusing on issues and effects in a broader domain. Topics include organizational behavior and change; intellectual property issues; ethics, professionalism, and social impact; and privacy and security.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ITEC 6900 - IT Capstone
(3 sem. cr.)
Students in this capstone course have an opportunity to synthesize concepts and skills in a reflective project. They build a bridge from the academic experience to the workforce. In the context of a specific IT problem, students evaluate appropriate technologies and design a solution.

**ITEC 8000 - Foundations and Communications for Information Technology**

(3 sem. cr.)
This course introduces students to Walden University and to the requirements for successful participation in an online curriculum. Students work toward building a foundation for academic and professional success as scholar-practitioners and social change agents. They develop presentation and written communications skills geared toward developing a high level of competence in professional communication with colleagues, clients, novices, and IT experts. Additionally, students engage in course assignments focused on the practical application of professional writing, critical-thinking skills, and the promotion of professional and academic excellence. They also have the opportunity to prepare their Professional Development Plan and program of study.

**ITEC 8010 - Fundamentals of Information Systems♦**

(3 sem. cr.)
The principles of computer hardware, software, and networks underlie the techniques and practices of information systems professionals. Students in this course survey the fundamental aspects of computing and prepare to use computers effectively for problem solving. Through a variety of application assignments, students delve into the types and construction of hardware, software, networks, and tools for data management. They learn ways to create an algorithm, represent data, and express their designs in a programming language. Through this course students are encouraged to become active and influential professionals by applying concepts and principles to real-world practice.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**ITEC 8030 - Principles of Programming♦**

(3 sem. cr.)
The discipline of software development demands a variety of skills. Students in this course assess the fundamental practices and principles of designing and constructing object-oriented programs. They engage in substantial hands-on practice, reinforcing algorithmic thinking, logical design, precise coding, and careful attention to quality.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**ITEC 8040 - Systems Analysis and Design♦**
(3 sem. cr.)
Students in this course examine the role a systems analyst plays in developing large-scale software systems and explore the phases of the software development life cycle. A systems analyst is responsible for designing the new system, ensuring the new system will meet the organization's needs, and ensuring that the correct staffing is available to create the new system. A systems analyst must also be able to resolve conflicts of interests. In this course, students focus on the definition of system requirements, both functional and nonfunctional, for an information system (IS). Students also investigate how to model requirements, data, and processes to meet business needs.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ITEC 8100 - Doctoral Study Mentoring

(0 sem. cr.; five 8-week terms of enrollment to be taken along with the specialization seminar/leadership courses)
The purpose of this course is to assist doctoral students in making steady progress toward their doctorate in information technology. The "instructor of record" for a section of the course is the chair of the doctoral study committee. Section participants are the students working with the faculty member at various stages of their doctoral study. Students in this course have a forum for ongoing exchange of ideas, input, and feedback between them and their doctoral study chair as students complete the coursework for the degree.

ITEC 8115 - Computer Networking and Operating Systems♦

(3 sem. cr.)
Within this course, students can learn the concepts of computer operating systems, including the main functions, similarities, and differences. Students can explore a variety of topics, including configuration, file systems, security, administration, interfacing, multitasking, and performance analysis. In addition, they can further their understanding of computers through the study of computer networks by learning key networking concepts, components, and the design of information and communication infrastructure solutions.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ITEC 8120 - Operating System and Network Architecture♦

(3 sem. cr.)
The infrastructures of operating systems and networks are the fundamental technologies that support enterprise information systems. Students in this course examine the components of computer systems, their underlying operating systems, and their data communications networks. Students critically investigate the services these components
provide and draw implications for the large-scale enterprise.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ITEC 8130 - Advanced Software Development

(3 sem. cr.)
Contemporary software development principles continue to evolve. In this course, students explore contemporary software development concepts and tools. Through application assignments designed to contextualize theories presented in the course, students apply object-oriented techniques, usability principles, and design for reuse. Students have the opportunity to acquire knowledge requisite to the development of sound, maintainable, and extensible software.

ITEC 8145 - Enterprise Database Design

(3 sem. cr.)
In this course, students discuss the design, implementation, and operation of databases using a principal relational database management system (DBMS). Many fundamental topics are covered in this course including: data modeling using entity-relationship diagrams; data storage, manipulation, and queries using structured query language (SQL); functional dependencies, normalization concepts, data warehouse architectures, data warehouse modeling, and data analytics.

ITEC 8150 - Principles of Software Engineering

(3 sem. cr.)
The principles of software engineering and software design allow for the methodical construction and controlled development of complex software systems. Students in this course survey the evolution and current practices of software engineering through the entire software life cycle, with emphasis on the elements that significantly influence software system quality.

ITEC 8160 - Enterprise Systems Architecture♦

(3 sem. cr.)
Large-scale enterprise systems often rely on architectural frameworks that define their main components as well as the interactions among these components. Students in this course survey the principal design strategies and tools for constructing the modern information system. They identify common vendor and open-source components, illustrating how they can create and integrate robust web- and cloud-based services and applications.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
ITEC 8170 - Fundamentals of Information Assurance

(3 sem. cr.)
The principles of confidentiality, integrity, and availability of data while it is being stored, processed, or communicated guide the policies and practices of information assurance. In this course, students investigate the theory of information security and data protection, study common system risks and vulnerabilities, and follow best practices to protect computer and data assets. These practices address organizational policies, access controls, software and network design, and logging and auditing.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ITEC 8201 - IT Leadership Simulator: Integrating Diverse Systems and Leading Technology

(3 sem. cr.)
In this information technology (IT) leadership course, students delve into a problem-based learning scenario focused on an organizational merger situation. Students investigate which technology set best supports the newly merged organization’s IT infrastructure. They also plan for and manage how changes to the new IT infrastructure will address the needs of the organization and its employees across countries, cultures, and diverse business areas.

ITEC 8202 - IT Leadership Simulator: Developing Proactive and Reactive Security Plans

(3 sem. cr.)
In this information technology (IT) leadership course, students delve into a problem-based learning scenario focused on an organization that has experienced a security breach. Students examine relevant IT governance, security, and privacy issues that are essential to the organization. They gain practical experience in formulating comprehensive proactive and reactive system security plans. Students also explore sound IT management principles in decision making and implementation of broad-scale change.

ITEC 8203 - IT Leadership Simulator: Leading IT in a Dynamic Environment

(3 sem. cr.)
In this information technology (IT) leadership course, students delve into a problem-based learning scenario in which they confront an impending or proposed disruptive legislative or policy change. Students work through the scenario under the assumption that the dynamic change has a direct societal influence and will affect IT accessibility and/or use. They anticipate effects, examine the societal values driving different choices,
determine priorities, and develop a plan to positively influence the formation and implementation of policies for issues in which IT features prominently.

ITEC 8225 - Technology Innovation and Change Management

(3 sem. cr.)
Students in this course are provided with a comprehensive understanding of change models and the impact of change related to technology innovation, adoption, and implementation. Students are presented with both the theoretical and practical perspectives required to manage the design and use of technology to foster growth, innovation, and change within organizations. Course content focuses on how innovation can act as a change enabler and the importance of building readiness for change within organizations.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ITEC 8240 - Advanced Database Systems

(3 sem. cr.)
In order to create a competitive advantage, organizations store and analyze information in a variety of different formats. This course covers key areas of database systems, such as requirements, design, implementation, security, performance, and scalability. Through a hands-on approach and practical projects, students have an opportunity to design and build database systems using the latest database technologies.

ITEC 8250 - Requirements and Quality Engineering

(3 sem. cr.)
In this course students examine requirements of engineering and quality engineering in the context of software engineering. Students are presented with topics on the system engineering life cycle, including requirements, design, integration, transition, operation, maintenance, support, and quality management standards. Course content focuses on issues of requirements and quality engineering, such as the elicitation of requirements, analysis, specification, validation, and change management.

ITEC 8255 - Cyber Crime Prevention and Protection

(3 sem. cr.)
Combatting cybercrime requires a deep understanding of the mechanisms and techniques that can be used to prevent or at least mitigate against it. In this course students consider the motivations for cybercrime and have the opportunity to develop a comprehensive understanding of the tools that can be used to prevent it, including the deployment of cybercrime prevention strategies. Students build an "ethical hacking" environment with which they can experiment. In addition, the course is directed at
providing students with hands-on knowledge of cybercrime prevention for application in the workplace.

**ITEC 8425 - Strategic Technology Management**

(3 sem. cr.)
Students in this course are provided with a detailed understanding of how technology becomes an enabler for business. Students study how information technology (IT) strategies support organizational goals, and how IT strategies can help to create a sustained competitive advantage in business. Students evaluate IT strategies and how best to deploy such strategies in the context of systems or business applications.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**ITEC 8427 - Applied Research Methods—Qualitative and Quantitative**

(3 sem. cr.)
Students in this course are introduced to qualitative, quantitative, and mixed-methods frameworks for inquiry. Quantitative designs that are covered in the course include experimental and quasiexperimental, survey, causal-comparative, evaluation, and existing action research; qualitative designs include case study, phenomenology, grounded theory, and ethnography; and mixed-methods strategies include sequential and concurrent strategies. Students work toward acquiring substantive, foundational knowledge of the philosophy of science as they construct, use, and critique concepts and theories. They can learn to produce knowledge for practice as they examine ethical, social, and political aspects of conducting research. By demonstrating knowledge and the ability to solve problems and test hypotheses, students engage in course assignments that emphasize the practical application of writing and critical-thinking skills and the integration of professional practice at the doctoral level.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**ITEC 8437 - Quantitative Decision Making for Strategic Analysis**

(3 sem. cr.)
In this course, students develop skills in descriptive statistics, statistical inference, and quantitative techniques, including correlation, t-tests, ANOVA, regression, and various non-parametric methods. Students use quantitative data reduction and analysis and data management techniques, and they learn to utilize software for data analysis. This course is not intended for students to become fully grounded in statistical methods; rather, students learn appropriate questions to ask about data analysis, as well as how to defend their use of specific techniques in professional practice.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program.*
ITEC 8447 - Qualitative and Case Study Research for Strategic Analysis

(4 sem. cr.)
Students taking this course have the opportunity to extend their research and general analysis skills as they further explore research methods and project types—specifically, qualitative and case study research methods—that they may incorporate into their own doctoral study. Students explore ways of improving the quality and strategic analysis of organizational information technology (IT). They also focus on how to think in an action-oriented manner, as if they were consultants, so that their own doctoral study work could be applied in action. Finally, students begin to plan their doctoral study by engaging in an iterative process to develop their premise and a draft prospectus that incorporates feedback from peers and the course instructor. Ultimately, students offer the prospectus as a document for review and consideration by potential mentors for their doctoral study.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ITEC 8501 - Seminar in Information Security

(3 sem. cr.)
Students in this doctoral seminar focus on the scholarly and practice-oriented literature related to information security. Students explore major theoretical approaches and practices that define the discipline and the strategic and organizational implications of information security, such as secure data, secure networks, vulnerabilities, and computer forensics. During the majority of the seminar, students work with colleagues, including faculty members, to identify threads and tendencies for further reading and discussion in a true doctoral seminar format. They also have the opportunity to lead their colleagues as well as to participate in academic discourse.

ITEC 8502 - Seminar in IT Systems, Software, and Management

(3 sem. cr.)
Students in this doctoral seminar focus on the scholarly and practice-oriented literature related to IT systems, software, and management. Students explore major theoretical approaches and practices that define the discipline as well as strategic and organizational implications of IT systems, software, and management, such as system architecture, software development, and system management. During the majority of the seminar, students will work with colleagues, including faculty, to identify threads and tendencies for further reading and discussion in a true doctoral seminar format. Students have the opportunity to lead their colleagues as well as to participate in academic discourse.
ITEC 8503 - Seminar in Project Management

(3 sem. cr.)
Students in this doctoral seminar focus on the scholarly and practice-oriented literature related to project management of information technology (IT) projects. Students explore major theoretical approaches and practices that define the discipline and the strategic and organizational implications of project management of IT projects, such as knowledge management, requirements management, and current project management tools and techniques, all within an IT framework. During the majority of the seminar, students work with colleagues, including faculty members, to identify threads and tendencies for further reading and discussion in a true doctoral seminar format. They also have the opportunity to lead their colleagues as well as to participate in academic discourse.

ITEC 8504 - Seminar in Cloud and Grid Computing

(3 sem. cr.)
In this doctoral seminar, students focus on the scholarly and practice-oriented literature related to cloud and grid computing. Students explore major theoretical approaches and practices that define the discipline and strategic and organizational implications of grid and cloud computing, such as security, availability, architecture, and ownership. During the majority of the seminar, students work with colleagues, including faculty members, to identify threads and tendencies for further reading and discussion in a true doctoral seminar format. They also have the opportunity to lead their colleagues as well as to participate in academic discourse.

ITEC 8506 - IoT Security and Forensics Seminar

(3 sem. cr.)
In this doctoral seminar, students focus on the scholarly and practice-oriented literature related to security and forensics in the context of the Internet of Things (IoT). Students explore major theoretical approaches and practices that define the discipline and strategic and organizational implications of security and forensics in the context of IoT. During the majority of the seminar, students work with colleagues, including faculty members, to identify threads and tendencies for further reading and discussion in a true doctoral seminar format. They also have the opportunity to lead their colleagues as well as to participate in academic discourse.

ITEC 8507 - Blockchain in Cybersecurity Seminar

(3 sem. cr.)
In this doctoral seminar, students focus on the scholarly and practice-oriented literature related to blockchain technology in the context of cybersecurity. Students explore major theoretical approaches and practices that define the discipline and strategic and
organizational implications of blockchain technology in the context of cybersecurity. During the majority of the seminar, students work with colleagues, including faculty members, to identify threads and tendencies for further reading and discussion in a true doctoral seminar format. They also have the opportunity to lead their colleagues as well as to participate in academic discourse.

ITEC 8509 - Multivariate Analysis Seminar

(3 sem. cr.)
In this doctoral seminar, students focus on the scholarly and practice-oriented literature related to multivariate analysis. Students explore major theoretical approaches and practices that define the discipline and strategic and organizational implications of multivariate analysis. During the majority of the seminar, students work with colleagues, including faculty members, to identify threads and tendencies for further reading and discussion in a true doctoral seminar format. They also have the opportunity to lead their colleagues as well as to participate in academic discourse.

ITEC 8510 - Modeling, Optimization, and Application in Data Science Seminar

(3 sem. cr.)
In this doctoral seminar, students focus on the scholarly and practice-oriented literature related to modeling, optimization, and application in data science. Students explore major theoretical approaches and practices that define the discipline and strategic and organizational implications of modeling, optimization, and application in data science. During the majority of the seminar, students work with colleagues, including faculty members, to identify threads and tendencies for further reading and discussion in a true doctoral seminar format. They also have the opportunity to lead their colleagues as well as to participate in academic discourse.

ITEC 8513 - Middleware for Networked and Distributed Systems Seminar

(3 sem. cr.)
In this doctoral seminar, students focus on the scholarly and practice-oriented literature related to middleware for networked and distributed systems. Students explore major theoretical approaches and practices that define the discipline and strategic and organizational implications of middleware for networked and distributed systems. During the majority of the seminar, students work with colleagues, including faculty members, to identify threads and tendencies for further reading and discussion in a true doctoral seminar format. They also have the opportunity to lead their colleagues as well as to participate in academic discourse.

ITEC 8514 - Requirements and Quality Engineering Seminar
(3 sem. cr.)
In this doctoral seminar, students focus on the scholarly and practice-oriented literature related to requirements and quality engineering. Students explore major theoretical approaches and practices that define the discipline and strategic and organizational implications of requirements and quality engineering. During the majority of the seminar, students work with colleagues, including faculty members, to identify threads and tendencies for further reading and discussion in a true doctoral seminar format. They also have the opportunity to lead their colleagues as well as to participate in academic discourse.

ITEC 8665 - Predictive Analytics for Decision Making

(3 sem. cr.)
Students in this course are provided with insight into how predictive analytics can be used within organizations. In completing this course, students have the opportunity to gain a comprehensive understanding of how results from predictive analytics can be used by organizations to grow their customer base and run operations more efficiently. This course is oriented toward the practical applications of predictive analytics.

ITEC 8721 - Organizational and Social Dimensions of Information Systems

(3 sem. cr.)
In this course, students place their technical and process work in a human context, focusing on issues and effects in a broader domain. Topics include organizational behavior and change; intellectual property issues; ethics, professionalism, and social impact; and privacy and security.

* Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist (1-866-492-5336 (U.S.); 1-443-627-7222 (toll)) for more information.

ITEC 9000 - Doctoral Study Completion

(continuous enrollment in 3 sem. cr. per term for a minimum of five terms until completion, with two 8-week terms taken per semester)
Students demonstrate a scholarly ability to examine, critique, and synthesize knowledge, theory, and experience in the final doctoral study. They show how new ideas can be tested; best practices identified, established, and verified; and theoretical, practice or policy constructs evaluated and advanced. In all cases, the doctoral study is a rigorous inquiry that results in new knowledge, insight, or practice, demonstrating its efficacy in the world of information technology. This course is a forum and structure for doctoral students to interact with the chair of their doctoral study committee, as well as other students assigned to the same chair, in order to make steady progress on their individual doctoral study research.
Students take this course for a minimum of five terms and are continuously enrolled until completion of their doctoral study with final chief academic officer (CAO) approval.

To complete a doctoral study, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their doctoral study on ProQuest before their degree is conferred.

**LDRS 1001 - Personal and Organizational Leadership**

(6 cr.)

Personal goals, values, and purpose represent the foundations of effective personal leadership. In this introductory course, students explore this concept of personal leadership in their own work and community roles. Through the application of self-assessment tools, students can gain insights into their leadership strengths as well as those areas representing opportunities for improvement. The roles of emotional intelligence and social intelligence are introduced to provide a more comprehensive model of personal leadership. Students also investigate the alignment of Walden's mission of social change with broader societal issues in the workplace, including the relationship between personal and organizational leadership.

**MATH 1010 - Intermediate College Math**

(5 cr.)

Students in this course have the opportunity to gain fundamental skills needed for College Math. Through weekly lab assignments, students engage in problem-solving, use of formulas, number operations and notations, exponents and exponential expressions, variation, linear and nonlinear equations and graphs, polynomials, rational and radical expressions, and basic geometry. They also collaborate with peers through discussions in which they complete solutions to more challenging math problems.

*Note:* This course is considered an elective.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MATH 1020 - Intermediate Algebra**

(5 cr.)

In this course, students have the opportunity to gain requisite skills needed for College Algebra Concepts. Through weekly lab assignments, students work through algebra problems involving exponents and exponential functions, linear and absolute value equations and inequalities, quadratic and polynomial functions and their graphs, rational and radical equations, and systems of linear equations. The course also provides
students with an introduction to complex numbers.

Note: This course is considered an elective.

 Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MATH 1030 - College Math

(5 cr.)
Students in this course are provided with accessible mathematical tools to analyze and solve real-world problems. Using these tools, students build skills in critical thinking and numerical, logical, and statistical reasoning as applied to workplace, academic, professional, and personal topics. They engage in conceptual and applied assignments on such topics as inequalities, statistics, and financial literacy. Through this course, students gain the knowledge and skill to apply inductive and deductive reasoning to real-world problems in mathematics.

 Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MATH 1030A - College Math

(5 cr.)
Students in this course are provided with accessible mathematical tools to analyze and solve real-world problems. Using these tools, students build skills in critical thinking and numerical, logical, and statistical reasoning as applied to workplace, academic, professional, and personal topics. They engage in conceptual and applied assignments on such topics as inequalities, statistics, and financial literacy. Through this course, students gain the knowledge and skill to apply inductive and deductive reasoning to real-world problems in mathematics.

Prerequisites
- ENGL 1010A

MATH 1040 - College Algebra Concepts

(5 cr.)
Students in this course learn a solid foundation in key algebra skills. Students gain a thorough understanding of algebra concepts through the iterative process of working through a range of problems, including solving and graphing linear, quadratic, and polynomial functions; composing and inverting functions; analyzing rational and radical functions; modeling exponential and logarithmic data; and solving systems of equations and inequalities. Through individual lab work, collaborative activities, and discussions, students in this course cultivate perspectives and analytical skills required for efficient use, appreciation, and understanding of algebraic concepts.

 Students may take this as a non-degree course, which means they do not have to be enrolled in a
MATH 6551 - Understanding Number Systems and Operations♦

(3 sem. cr.)
Understanding rational numbers is the foundation for understanding other critical mathematic concepts and their application to everyday life. In this course, middle-level mathematics teachers explore exciting ideas to help students determine appropriate operations for solving problems and becoming more proficient in working with factors, multiples, fractions, decimals, percents, and negative numbers. Teachers develop problem-based activities to engage students in using common algorithms and other mathematical reasoning and sense-making strategies for adding, subtracting, multiplying, and dividing rational numbers. Strategies for estimation and using the number line to represent and solve problems are also provided in this course.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MATH 6552 - Geometric Thinking and Measurement♦

(3 sem. cr.)
Understanding the relationship among geometry and measurement and solving problems using day-to-day real life experiences can motivate and guide students’ thinking and reasoning around these concepts. In this course, middle mathematics teachers learn strategies to connect geometric thinking and measurement to other topics and develop their own conceptual understanding of geometry and measurement by learning what it means to estimate and measure attributes of objects and how to develop fundamental measurement concepts and skills. In this course educators are challenged and supported as they engage in opportunities to foster students' mathematical processes, proficiencies, and habits of mind around the concepts of shape, spatial relationships, and measurement, including estimation.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MATH 6553 - Algebraic Reasoning, Functions, and Equations♦

(3 sem. cr.)
Algebra builds on a strong understanding of arithmetic and its properties in the real number system. Middle mathematics teachers have opportunities to move beyond the traditional teaching of algebra to the idea of algebraic thinking as an important component of all mathematics and everyday life. The use of tools, such as manipulative materials, calculators, and other emerging technological resources, provides educational professionals with concrete examples of how to incorporate the Common Core Standards for Mathematical Practice into their teaching. The goal of this course is to deepen
educators' understandings of the role algebra plays in problem-solving and decision making so that they can apply this knowledge to support their students in developing similar knowledge and understandings. Educators explore a range of topics, including reasoning and sense-making; various types of functions; multiple uses of variables; pattern recognition; mathematical modeling; estimation; and the development of linear functions from rates, ratios, and proportional reasoning.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MATH 6554 - Data, Probability, and Statistical Reasoning

(3 sem. cr.)
Understanding data, probability, and statistics is critical to making sense of the vast amounts of information available in today's world. Educators taking this course have authentic contexts for collecting, representing, and interpreting data, and they reinforce essential number concepts in promoting students' ability to think statistically. Middle mathematics teachers focus on using data as a context for developing a variety of mathematical topics and as an important step toward understanding statistical ideas and processes. The goal of this course is to develop educators' understanding and pedagogical practices so that they can promote their students' ability to use data, probability, and statistics to better understand real-world issues and to solve a wide range of relevant and engaging problems in many contexts.

MATH 6561 - Learning and Teaching Mathematics

(3 sem. cr.)
To foster high levels of learning and achievement in math, teachers must first have a deep understanding of mathematical concepts and know how best to teach them. In this course, teachers of K—8 mathematics are introduced to exciting ideas and practices to address their own learning and teaching of mathematics. Authentic and engaging mathematics experiences, including modeling, representing mathematical ideas in multiple ways, and identifying and addressing student misconceptions, are emphasized. Educators engage in effective practices for fostering students' ability to reason, analyze conceptual relationships, and persist in solving challenging problems. Connections across mathematics topics, skills, and levels as well as educational policies that impact the learning and teaching of mathematics are emphasized in this course. The Common Core State Standards for Mathematics, including the Standards for Mathematical Practice, and the National Council for Teachers of Mathematics (NCTM) practices are frameworks for addressing fundamental principles and skills.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
MATH 6562 - The Base Ten Number System and Operations: Addition/Subtraction♦

(3 sem. cr.)
Effective elementary mathematics instruction requires a deep understanding of numbers and operations, the real-world situations in which these arise, and how children learn these ideas. In this course, teachers refine their knowledge of the structure of the base-ten number system and how it is used in addition and subtraction. They examine various methods of multi-digit calculations, including methods commonly created by students and variations of standard algorithms. Teachers extend their own conceptual understanding by modeling mathematics visually and explaining relationships between visual representations and mathematical notation. Teachers also learn how to develop appropriate interventions by diagnosing common student misconceptions.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MATH 6563 - The Base Ten Number System and Operations: Multiplication/Division♦

(3 sem. cr.)
Developing students' mathematical habits of mind and leading them to become mathematical thinkers is an important goal of elementary mathematics education. In this course, educators extend their own understanding of the base ten number system and the relationships among addition, subtraction, multiplication, and division. Educators explore various interpretations and meanings of these operations while working with properties of multiplication, division, and proportionality. They investigate students' misconceptions and struggles and develop effective intervention strategies. Educators further develop their own mathematical habits of mind as they engage in challenging tasks and solve real-world mathematical problems.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MATH 6564 - Measurement, Data, and Geometric Thinking♦

(3 sem. cr.)
Measurement and geometry are often challenging topics for elementary students, but they represent some of the most visible uses of mathematics in students' day-to-day lives. In this course, educators learn strategies for connecting these topics to other mathematical concepts, including fractions, decimals, and the number system. In geometry, educators move beyond strategies for developing a familiarity with basic shapes and their properties to explore higher-order tasks that involve geometric thinking, measurement concepts, and proportional relationships. Using data as a context to support students' learning of these mathematical ideas, educators have the
opportunity to explore real-world problems and collect, represent, and interpret data.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MATH 6565 - Understanding Rational Numbers and Proportional Reasoning♦

(3 sem. cr.)
Understanding fraction concepts is a critical foundation for learning about proportional relationships and developing algebraic concepts. In this course, educators learn how to extend students' knowledge of whole numbers and basic operations—addition, subtraction, multiplication, division—to fractions and decimals. Educators learn instructional practices to help students understand, represent, develop, and engage in rational number operations with meaning, proficiency, and precision. They also investigate ways to foster deep conceptual understandings of ratios, rates, and proportional relationships, thus building in students the critical skill of proportional reasoning. Educators consider how proportional reasoning builds a bridge to the study of other important mathematical topics, including geometry, measurement, and data as well as the use of proportionality as a connecting thread throughout the elementary and middle math curriculum.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MATH 6663 - The Base Ten Number System and Operations: Multiplication/Division (Accelerating)

(3 sem. cr.)
Developing students' mathematical habits of mind and leading them to become mathematical thinkers are important goals of elementary mathematics education. In this course, teachers extend their own understanding of the base ten number system and the relationships among addition, subtraction, multiplication, and division. Teachers explore various interpretations and meanings of these operations while working with properties of multiplication, division, and proportionality. They investigate students' misconceptions and struggles and develop effective intervention strategies. Teachers further develop their own mathematical habits of mind as they engage in challenging tasks and solve real-world mathematical problems.

MEDC 3001 - Communicating Through Media and Technology♦

(5 cr.)
Technology provides a competitive advantage to those who utilize it most successfully. In this course, students learn that technology can be a valuable tool in optimizing communications for appeal and impact when combined with the use of media. Students explore all aspects of existing and newly emerging social media and its relationship to
business communication. They apply their knowledge of the dynamics of effective communications to sequenced components of a portfolio project using both media and technology for enhanced outcomes. Through this course, students work toward gaining the skills necessary to develop an effective social media plan.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MEDC 4101 - Leveraging Emerging Media for Mass Communication♦

(5 cr.)
Blogging, podcasting, social networks, wikis, web conferencing and broadcasting, and mobile messaging have become integrated means of expressing and sharing our thoughts. Students in this course will delve into these and other new technologies, developing an appreciation of their usefulness, their best applications, and their overall utility in a variety of settings. They assess and discuss a variety of topics related to social media, such as how to harness it to create demand for products, reach the intended audience, and broadcast ideals and values. Students in this course have the opportunity to develop the knowledge and ability to build a social media strategy as well as a professional website incorporating social media.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MEDC 4102 - Emerging Media and Global Communication♦

(5 cr.)
As with the use of digital media in domestic business, expanded markets—especially global markets—benefit from their use as well. Students in this course investigate how to use these new tools to establish a type of universal "language" that cannot be established in other ways. They examine new media in a variety of global contexts, such as politics, economics, and education. Students apply concepts from the course in a project through which they practice employing new media tools to effectively reach a global arena, enhancing their own capacity and marketability.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MEDC 4103 - Emerging Media Design♦

(5 cr.)
Technology and new media continue to evolve, primarily due to interest coupled with new-found capabilities derived from 21st-century know-how. With this invitation to create, students apply their understanding of new media as a set of effective tools in the practice of communications to design a conceptual prototype appropriate to enhancing mass communications. Students learn to test, refine, and appraise their product, taking
into account visual components, audience information, and user feedback. They also discuss topics of new media design with their peers and reflect on its implications in modern business.

Prerequisites
- MEDC 3001

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MGMT 4100 - International Business Operations

(5 cr.)
The need for businesses to extend their operations beyond domestic borders is growing continually. This shift to globalization brings both advantages and disadvantages. Students in this course explore the major aspects of international business environments and operations and focus on the strategic and operational issues that firms face when they do business abroad. Students engage in a variety of application exercises and written assignments involving key themes, such as the political, legal, and economic challenges of operating in a global environment; the design, implementation, and control of international business operations; and the socio-cultural aspects of doing business globally. They also discuss and reflect on current issues in international business to share ideas and gain varying perspectives from their peers.

Prerequisites
- BUSI 2003

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MGMT 4109 - Management and Organizational Behavior

(5 cr.)
In this course, students have the opportunity to gain an understanding of the concepts of human and organizational functioning, while focusing on the managerial problems and solutions in both domestic and transnational settings. Students examine individual perception and learning, differences in personality, career development, motivating employees, and making effective decisions. They explore the ethical issues faced by domestic and transnational organizations and managers, social responsibility, communications, motivation, and leadership. Students examine the impact national culture has on leadership and management as well as the day-to-day operational issues, such as the management of diversity in the workplace. Through a diagnostic approach employing text readings, individual and case analyses, application exercises, and a final individual organizational plan, students learn course concepts and contextualize theoretical content. Ideally, this course is suited to individuals either currently operating
in an international environment or contemplating doing so.

Prerequisites
- BUSI 1001 or BUSI 1002

MGMT 4400 - Organizational Behavior and Management♦

(5 cr.)
Students address concepts of human and organizational functioning, while focusing on managerial problems and solutions in organizational settings. Topics include individual perception and learning, career development, employee motivation, effective decision making, management of diversity, ethical issues faced by organizations and managers, communications, and the impact of organizational culture on leadership and management.

Prerequisites
BS in Communication
- COMM 1010
All Other Programs
- BUSI 1001 or BUSI 1002 or COMM 3001

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MGMT 4401 - Management and Organizational Behavior♦

(5 cr.)
In this course, students have the opportunity to gain an understanding of the concepts of human and organizational functioning, while focusing on the managerial problems and solutions in both domestic and transnational settings. Students examine individual perception and learning, differences in personality, career development, employee motivation, and effective decision making. They explore the ethical issues faced by domestic and transnational organizations and managers, social responsibility, communications, motivation, and leadership. Students examine the impact national culture has on leadership and management as well as the day-to-day operational issues, such as the management of diversity in the workplace. Through a diagnostic approach employing text readings, individual and case analyses, application exercises, and a final individual organizational plan, students learn course concepts and contextualize theoretical content. Ideally, this course is suited to individuals either currently operating in an international environment or contemplating doing so.

Prerequisites
BS in Psychology Workplace Psychology Concentration
- BUSI 1001 or BUSI 1002
All Other Programs
- BUSI 1001 or BUSI 1002 or COMM 3001
MGMT 4990M - Business Essentials

(0 cr.)
A background in the basics of business is often a key to making the most of a graduate business or management program. In this foundational course, students can build their business acumen in major functional areas that are essential to business success including business leadership and management, business ethics, the legal environment of business, accounting, finance, economics, quantitative methods and statistics, information systems management, global business, marketing, and strategic management.

MGMT 6000 - Dynamic Leadership

(3 sem. cr.)
Being an effective leader is essential in business and demands that an individual has a strong set of competencies, including the ability to understand one’s self, motivate others, understand organizational culture, and manage ambiguity. In this course, students begin their personal and professional transformation by closely examining their current strengths and weaknesses, values, decision-making processes, and approaches to dealing with difficult problems. Students also explore leadership in turbulent times by examining how effective leaders think as well as how various management styles impact situations and relationships within an organization.

MGMT 6010 - Managing People and Promoting Collaboration

(3 sem. cr.)
Contemporary business environments are increasingly competitive, global, fast paced, and knowledge intensive. In these environments, effective use of human capital is vital to an enterprise's success and survival. In this course, students will explore practical issues related to developing individuals and managing collaboration and will examine the skills and strategies necessary to address them effectively. Students will examine ethical and legal implications of managing a diverse workforce including issues that arise from cross-cultural differences and virtual work settings. The importance of communication as a tool to manage internal and external relationships is emphasized as it relates to the effectiveness of managing people to achieve organizational goals.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
MGMT 6100 - Managing and Leading: A Contemporary Approach

(3 sem. cr.)
Students in this course explore contemporary management concepts and practices to gain a foundation for building the skills and knowledge necessary to be effective and ethical managers in a global and interconnected environment. Students examine and contrast management and leadership theories and practice. They also explore keys to success in the program, including setting goals; establishing priorities; managing time; communicating effectively and working in online settings; and giving, receiving, and using constructive feedback and reflection. Students are also provided with a brief introduction to Walden University, graduate studies at Walden and related processes and policies, the MS in Management program, and the essentials of scholarly writing.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MGMT 6101 - Managing First Things First

(3 sem. cr.)
Effective managers know how to identify, prioritize, and act upon the most important items of the myriad of tasks that can potentially distract them on any given day. Students will explore the qualities of effective managers and various management styles to identify those which resonate. They will examine critical skills that are imperative to successful management, including organizing and handling priorities; communicating effectively; motivating, empowering, and developing people; resolving issues and challenges; and managing oneself. Students will gain valuable skills and knowledge that they can apply immediately.

MGMT 6110 - Critical Thinking for Effective Management

(3 sem. cr.)
Managers encounter a variety of challenges on a daily basis, which require the ability to employ existing tools and strategies to strategically communicate with individuals and the organization at large and to understand the different types of attitudes and values of others. Individuals with these skills are most successful when their efforts are coupled with the ability to think critically and analytically. Students are provided with the opportunity to improve their overall critical-thinking and reasoning skills within a managerial context. Using relevant management articles, case studies, and current topics analyses, students sharpen their diagnostic-reading skills and learn to construct effective, ethical, evidence-based arguments, which are fundamental capabilities of effective managers. They also examine common fallacies in thinking and reasoning as well as the rhetorical use of language to formulate convincing and effective arguments.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
MGMT 6115 - Communication for Leaders and Managers♦

(3 sem. cr.)
Effective communication is frequently cited as one of the most important factors in managerial and organizational success—as well as one of the areas of greatest dissatisfaction. In this course, students take a close look at the components of effective communication and hone strategies for communication success. They explore how self-perception and perception of others affect communication and will develop skills for communicating more effectively with diverse audiences. Topics include the communication process, interpersonal communication, self-awareness in communication, communication channels and mediums, and communicating across and beyond the organization.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MGMT 6120 - Negotiation and Conflict Resolution♦

(3 sem. cr.)
Effective business practice requires the ability to handle important negotiations, from internal disputes to international mergers, as well as the knowledge of methods and tools to prevent, manage, and break inherent conflict. Students in this course explore the challenges of managing people in times of perceived conflict and dispute, and they work toward developing skills to identify different types of conflict situations. They engage in hands-on, practical exercises in general contingency thinking and action approaches, negotiation and bargaining strategies, and communication styles designed to help them resolve conflicts and move toward win-win outcomes.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MGMT 6130 - Developing People and Managing Teams♦

(3 sem. cr.)
Business managers possess an important role in developing the people for whom they are responsible and in creating and sustaining effective teams in complex and diverse organizational settings. Students in this course explore this role while focusing on developing skills and knowledge required to obtain the best performance from individuals in order to achieve goals and create positive environments. They also consider and discuss the ethical and legal implications of managing individuals and teams. Students examine the challenges of managing a diverse workforce, including issues that arise from cross-cultural differences and virtual work settings. Through this course, students learn the importance of communication as a tool to manage internal and external relationships and practice their communication skills to prepare for an effective role in management.
Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MGMT 6135 - Harnessing the Power of Data and Information♦

(3 sem. cr.)
Effectively using data and information can make the difference in whether the best decisions are made or problems are solved correctly. There are multiple approaches to practical managerial problem solving that are rooted in the systematic collection, analysis, and display of relevant data and information. In this course, students examine the importance of data, beginning with the process of transforming data into information, and then focusing on the best methods for presenting that information in support of sound and ethical decision making. Students evaluate common misinterpretations or errors in working with data and determine how to detect data and information presented in a deceptive manner. Students explore current paradigms in data-based decision making and problem solving. They learn how they can use these analytical-thinking practices to improve their general managerial decision-making skills.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MGMT 6140 - Initiating and Managing Change♦

(3 sem. cr.)
Today’s business environment is constantly evolving to accommodate changes in economy, leadership, new regulations, and internal reduction and growth. Organizations require leaders who know how to work through barriers to effect positive and efficient organizational change. Students in this course learn about situations that constitute and require such change. They engage in a variety of assignments through which they explore effective strategies for initiating change and anchoring change into corporate culture to achieve organizational goals as well as for managing unplanned or unwelcome change. Students explore a variety of approaches and methods to transition individuals and organizations within evolving environments. They distinguish between reactive responses and proactive responses to change and examine the implications of culture, inertia, and uncertainty. Additionally, students explore the importance of understanding motivation and effective communication in mitigating negative reactions to change and facilitating the change process itself.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MGMT 6150 - Creating Sustainable Solutions Through Systems Thinking♦

(3 sem. cr.)
Leaders in business must often take creative approaches to solve problems. Systems
thinking is a popular method of problem-solving because it allows leaders to see how problems interrelate and influence one another, which often leads to optimal, sustainable solutions. Students in this course can expand their perception of problem-solving and stimulate positive social change on important global issues by exploring systems thinking as a process whereby problems are viewed as individual components within a larger system. Students in this course use a framework for analyzing relationships within a system and for avoiding the risks associated with viewing problems in isolation. Students use systems thinking tools to model single-, double-, and multiple-loop feedback systems, at the micro and macro levels of analysis. In addition, students learn about scenario building and examine how the practice of systems thinking provides a foundation for creating sustainable outcomes for organizations and society.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MGMT 6160 - Using Data and Information to Solve Problems**

*(3 sem. cr.)*

There are multiple approaches to practical managerial problem-solving that are rooted in the systematic collection, analysis, and display of relevant data and information. In this course, students examine the importance of data, beginning with the process of transforming information into data, and then focusing on the best methods for presenting data. Students evaluate common misinterpretations or errors in working with data and determine how to detect data presented in a deceptive manner. Students explore the basic tools used by quality, Six Sigma, and lean-method practitioners. They learn how they can use these analytical-thinking practices to improve their general managerial decision-making skills. They also practice their communication skills through small group discussions on a variety of topics, such as the relationship between data and information, effective problem-solving attitudes and capabilities, production processes, data deception, and survey sampling.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MGMT 6170 - Budgeting and Resource Allocation**

*(3 sem. cr.)*

Managing business processes often involves careful planning and forecasting, taking into account many factors, such as expenses, investments, and, often times, unforeseen financial obligations. Students in this course explore the role of budgeting and resource allocation along with related processes within the organizational context. They examine processes related to managing budgets and strategies to read and communicate effectively the often complex financial information related to unit and organizational performance. Students also explore and discuss the implications of resource availability as well as methods to plan for and prioritize the use of resources, while considering
ethical issues related to sustainability and resource scarcity.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MGMT 6175 - Managing, Mediating, and Resolving Conflict♦**

(3 sem. cr.)
Managers and leaders must be skilled in conflict management including the capability to mediate or resolve conflict at the interpersonal through organizational levels. Students in this course explore the challenges of managing people in times of perceived conflict and dispute, and they work toward developing skills to identify different types of conflict situations. Students will gain the knowledge of methods and tools to prevent, manage, and break inherent conflict. Students also consider the implications of emotion and the multifaceted array of conflict-management styles—factors for which professionals must account. They engage in hands-on, practical exercises in general contingency thinking and action approaches and communication styles designed to help them resolve conflicts and move toward win-win outcomes.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MGMT 6180 - Managing Organizational Performance♦**

(3 sem. cr.)
In this course, students focus on the challenges and opportunities for managers to create value and to increase organizational performance. Building on concepts, such as skill-based strategy and human capital development, the theory of constraints, and value innovation, students explore and exercise various strategic-thinking perspectives and tools designed to improve and sustain organization-wide performance. Students also evaluate the different stages through which organizations transition to failure and examine methods for recognizing and halting negative trends.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MGMT 6201 - Individual and Organizational Performance Management♦**

(3 sem. cr.)
Performance management involves the ongoing activities of employee evaluation and development focused on achieving the organization's short- and long-term goals. Performance management also is required to meet ethical and statuary requirements. Looking at the continuous nature of performance management underscores the importance of identifying and supporting talent development. Students assess performance management systems within the context of the defined system metrics supporting the organization’s goals, and they assess the role of performance
management in strengthening the organization through diversity and inclusion.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MGMT 6401 - Human Resource Analytics♦

(3 sem. cr.)
Understanding the value of an organization's human capital is crucial to its continuing success. Human resource (HR) management metrics provide the tools both for measuring value and for managing an organization's human resources. Students in this course explore HR analytics and metrics as tools for organizational and individual performance improvement. These tools establish a foundation for the effective deployment of performance metrics as part of the recruitment, talent development, and retention of human resources. They also facilitate alignment of the HR strategy with the business strategy. Students examine the power of analytics and an HR metrics dashboard. In addition, students investigate the role of human resource information systems (HRIS) and the importance of working with internal business partners from areas such as information technology, finance, and the executive team.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MGMT 6600 - Introduction to Human Resource Management♦

(4 sem. cr.)
Students in this course focus on the links between human resource management and the business/strategic issues important to organizations. Topics include human resources' strategic role and measured outcomes; employment law; recruitment and selection; workforce planning and talent management; performance appraisal and feedback; compensation, benefits, and total rewards; occupational health, safety, and security; employee and labor relations; and human resource information systems.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MGMT 6601 - Strategic Human Resource Management

(5 cr.)
Despite common misperceptions, human resource (HR) managers are tasked with more than hiring, firing, and managing employee benefits. In this course, students learn why it important for a company to adjust to the varying needs of both domestic and international clients as well as how HR management helps to ensure this happens through various activities, including sourcing in a global environment. Students examine how HR management functions and activities can be the key to long-term business success, strategically aligning corporate goals with those of stakeholders and all major
areas of a business, including marketing, finance, technology, and operations. They compare and contrast HR management strategies, such as incentive cash and/or stock compensation programs, employee ownership, and nonmonetary rewards. Students also evaluate the impact such strategies have on employee motivation and retention.

MGMT 6602 - Contemporary Topics in the U.S. Healthcare Delivery System♦

(3 sem. cr.)
Students in this course assess the causes and consequences of historical events on health and medical care in the United States. They appraise the impact of barriers related to cost, quality, and access to health and medical care. Students analyze unique and complex aspects of subsystems and differentiate vertical and horizontal integrated healthcare delivery systems. They compare characteristics of healthcare and medical care in the United States with healthcare and medical care systems in other countries. Students also evaluate current and future issues, trends, and forces in healthcare and medical care reform.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MGMT 6604 - Law, Ethics, and Policy in Healthcare Administration♦

(3 sem. cr.)
The rapidly evolving healthcare system presents the healthcare administrator with complex challenges and risks. Healthcare administrators must possess the skills needed to assess external and internal healthcare policies to influence organizational design and delivery of healthcare services. Students assess and discuss key policy initiatives from the diverse perspectives of policymakers, interest groups, and other stakeholders. Through coursework, students focus on required knowledge of laws and regulations developed by policymakers that impact the healthcare organizations, and they review key laws that govern patient care delivery, employee relations, contracts, and fraud. Emphasis will be placed on legal and regulatory failure points that administrators must avoid in designing and implementing policies and practices within the healthcare organization. To help frame these concepts, students examine the ethical underpinnings and principles that healthcare organizations and administrators follow in the delivery of services to patients.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MGMT 6605 - Finding Your Inner Leader

(3 sem. cr.)
Being an effective authentic and trustworthy leader requires considerable self-awareness based on commitment to candid self-reflection and the wisdom to recognize how one can best serve others through creating shared vision for a better future. In this course,
students examine their values, experiences, skills, capabilities, preferences, and knowledge in context of their leadership aspirations. Students will examine factors that affect their ability to influence and inspire others and create plans to strengthen these leadership skills. Students will learn strategies to navigate in turbulent, changing environments that often pose difficult choices and discover how leaders rise to meet challenges and opportunities.

MGMT 6608 - Healthcare Financial Management and Economics

(3 sem. cr.)
In this course, students gain knowledge of economics principles such as cost, quality, and access as they relate to the healthcare world. The principles of healthcare financial management, including accounting and finance, are vitally important to the viability and ongoing operations of a healthcare business. Students have the opportunity to interpret and analyze the financial statements of a business, use and analyze financial ratios, utilize variance analysis, understand and implement operating and capital budgeting, and develop knowledge of the business planning process. Students create portions of a business/financial plan using these techniques and analyze the viability of their plan using accepted financial management tools.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MGMT 6611 - Business Operations: Systems Perspectives in Global Organizations

(3 sem. cr.)
Students in this course immerse themselves in the ways in which business operates in a global environment. Topics include supply chain management, process management, quality, innovation, forecasting, and decision making in a global operations environment. Through course assignments, students focus on the practical application of writing, creative, and critical-thinking skills and the integration of professional practice at the doctoral level.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MGMT 6612 - Talent Management

(3 sem. cr.)
One of the most important assets of an organization is its talent, in other words, its human capital. However, too often there is little planning or strategy applied to the creation and management of this huge asset. In this course, students have the opportunity to develop the skills and knowledge to create and work effectively within a talent management and planning process. They explore recruiting strategies within a
human capital development context and focus on building specific skills in managing an organization's talent through position planning, talent selection and placement, and retention. Using industry best practices, students also engage in applications and group projects to practice developing initiatives that align with organizational strategies.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MGMT 6613 - Human Resource Metrics

(3 sem. cr.)
Understanding the specific value of the human resource (HR) capital of an organization is crucial. Metrics for HR management provide the tools for both measuring human capital value and for overseeing and managing an organization's human resources. Students in this course explore HR metrics as tools for organizational and individual performance improvement. They work toward establishing a foundation for the effective deployment of performance metrics as part of the recruitment, training and development, and retention of human resources. Students learn which metrics to employ and how to manage the results—a pivotal responsibility of HR managers.

Students in this course are provided with the tools to make informed decisions required to create, apply, interpret, and manage results of appropriate metrics as HR professionals.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MGMT 6615 - Building Organizational Culture: Leaders as Architects

(3 sem. cr.)
Organizational leaders act as partners in shaping, and are shaped by, the organizational cultures they seek to influence. Students in this course learn to recognize the elements that make up an organization's culture as well as ways to harness these for positive change and organizational success. They explore perspectives on how to make conceptual sense of the cultural landscape of organizations and examine the implications for leading and building effective communities at various levels of application. Students assess and discuss a variety of topics, such as tools of self-development, the reciprocal nature of leadership, and cultural components.

MGMT 6617 - Performance Management

(3 sem. cr.)
Performance management is a set of practices and processes that creates career opportunities to attract appropriate resources, establishes an environment that nurtures individual productivity and development, and smoothly transitions individuals to their next position or organization. Students in this course are provided with the opportunity
to address these three key sets of processes. They practice writing job descriptions, selecting the right employees, developing skill-based performance standards, effecting relevant onboarding programs, and implementing educational and training programs intended to drive the success of employees and the organization as a whole. They explore how to maximize employee productivity through structured feedback, coaching, reflective performance development conversations, effective compensation models, employee recognition programs, and career development paths. Students also examine ways to improve performance management systems by integrating feedback from the exit interviews of valued employees.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MGMT 6618 - Aligning Human Resources With Business Operations♦**

(3 sem. cr.)

Contemporary organizations typically strive to align human resources with their functional strategies and business units, lending to the fulfillment of the short- and long-term goals of the organization. In this course, students explore the role of effective human resource (HR) professionals, who engage with colleagues that lead these operating areas and develop HR solutions that support their success. Students identify and discuss the key drivers and metrics that managers in accounting, finance, information systems, sales, marketing, distribution, regulatory, supply chain, and other operating areas within the organization employ to craft their functional-level strategies. Students discover that this knowledge is what provides HR professionals the credibility to be valued partners with functional management figures, thus helping to prepare students for the inherent challenges of the HR manager role.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MGMT 6621 - Personal Leadership: Mentoring and Coaching♦**

(3 sem. cr.)

Students in this course will understand and apply skills of effective mentoring such as active listening, learning, empowering, enabling change, and using feedback to create interactive dialogue and deeper understanding. Mentoring requires an understanding and integration of many leadership, interaction, and communication theories that support the development of effective leaders.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MGMT 6622 - Practices in Project Management**
Students in this course are introduced to the knowledge, skills, tools, and techniques needed to successfully manage projects throughout the life of a project, known as the project life cycle. By learning about the project management Knowledge Areas and Process Groups as well as the distinguishing characteristics of each, students gain an appreciation for how these two dimensions of project management interact in initiating, planning, executing, monitoring and controlling, and closing a project.

**MGMT 6623 - Enterprise and Project Risk Management**

(3 sem. cr.)

Project management involves an ongoing, and nearly inevitable, variation of risks to which managers must be attuned and ready to mitigate. In this course, students learn how to plan, analyze, respond to, and control qualitative and quantitative risk in projects. They examine the internal risks associated with managing projects and the external risks associated with customer behavior, the supply chain, transportation and distribution channels, and acts of nature within the framework of the organization's overall risk strategy. Assessing real-world examples of project risks, students learn about strategies for working with project stakeholders to identify and respond to risk within defined ethical and legal standards.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MGMT 6627 - Stakeholder Management and Organizational Behavior**

(3 sem. cr.)

One role of the project manager is to lead teams in complex and diverse organizational settings while concurrently communicating with all stakeholders. In this course, students analyze this dual role and examine how individual and group behavior impacts organizational effectiveness. They discover how using influence, rather than organizational power, leads to more successful project management. Students learn ways to design projects to support organizational goals and how to build and engage organizational capital (intellectual, human, physical, financial, and structural). They also apply stakeholder management practices to engage in and manage relationships with the community of project stakeholders.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MGMT 6630 - Strategies for Advancing Innovation and Technology**

(4 sem. cr.)

Students in this course address important management challenges that are typical in today's technology-based businesses. Students emphasize topics such as how to align business needs with technology solutions, how to identify new opportunities or
applications for technology, and how to manage the related processes to ensure that technology solutions enhance an organization's competitive position.

◆ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MGMT 6631 - Strategies for Implementing Innovation and Technology

(4 sem. cr.)
Students in this course focus on innovation and technology management and supporting processes. In addition, students examine how technology solutions are affected when the context is global in scope.

MGMT 6635 - Fostering a Culture of Innovation♦

(3 sem. cr.)
In today's complex and uncertain environment, innovation is important to achieving business success. In this course, students will examine how to be effective, creative leaders who can readily apply imagination to resolve complex problems. Additionally, students explore methods to establish a work environment conducive to creative thinking. Students will gain a set of proven methods, skills, and strategies that enable innovative breakthroughs to occur in a much more deliberate and predictable manner.

◆ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MGMT 6641 - Applications in International Business♦

(4 sem. cr.)
Students in this course are introduced to how institutions, organizations, and culture shape uniqueness in regional market and business practices. Students are exposed to the functioning of global organizations that shape the global business climate. Students explore the drivers of internationalization, barriers and pitfalls, and best practices in international business.

◆ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MGMT 6645 - Improving Business Performance♦

(3 sem. cr.)
One of the most critical challenges in maintaining and improving organizational performance is identifying core strengths and weaknesses within the organization and across the more general value creation landscape. The focus of this course is on the challenges and opportunities for managers to create value and to increase organizational performance through the effective deployment of systems thinking and change
management skills. Students in the course explore systems thinking as a process whereby problems are viewed as individual components within a larger system and explore how various operational and systems thinking frameworks can be utilized to optimize organizational performance in both industrial and service settings.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MGMT 6650 - Foundations in Project Management

(4 sem. cr.)
Students in this course are introduced to the art and science of project management as applied to different types of project situations. Topics such as project life-cycle management; project organizations and leadership; project team building; requests for proposal (RFPs), proposals, and contracts; techniques for project scope definition, work definition, estimating, scheduling, risk management, control, and closeout; the Project Management Organization; project management methodology; and project selection/portfolio management are covered. Students explore these concepts in the context of real-world problems.

Note: There is a special technology requirement for this course requiring the use of Microsoft Project. The software will be provided in trial form, but there is not a Mac version of this software available. Students in this course are required to use Microsoft Windows, XP, or Server 2003 or later. Because Mac users may experience difficulty using the software, we recommend the following: (a) Mac users should be prepared to use a PC during this course or (b) Mac users should purchase the appropriate software or hardware to be able to replicate the Windows environment on their Mac.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MGMT 6651 - Project Management Skills for Managers

(4 sem. cr.)
The "soft" skills of project management are increasingly recognized as key to improving its practice. Students in this course explore best practices and research results on the best methods to practice project management in today’s organizations in the context of real-world problems. Students also examine how project management applies in a global context.

Prerequisites

- MGMT 5540

Note: There is a special technology requirement for this course requiring the use of Microsoft Project. The software will be provided in trial form, but there is not a Mac version of this software available. Students in this course are required to use Microsoft Windows, XP, or Server 2003 or later. Because Mac users may experience difficulty
using the software, we recommend the following: (a) Mac users should be prepared to use a PC during this course or (b) Mac users should purchase the appropriate software or hardware to be able to replicate the Windows environment on their Mac.

**MGMT 6655 - Marketing Communications, Storytelling, and Persuasion**

(3 sem. cr.)

Whether one is addressing a customer, an audience, or a jury, the aim is to use the tools of persuasion to influence individuals to take action. Especially in social media, it is critically important to establish an appropriate tone, voice, and personality. Tying these strategies to the overall brand positioning is even more important. It has been found that storytelling is one of the most effective tools of persuasion. Rather than simply stating the facts, the story puts facts into a meaningful context, so that the consumer can understand and empathize with the characters in the story and, therefore, identify with the brand’s social media personality. In this course, students explore the elements of the story and the approaches used to develop content. Understanding the impact of individual channels on a strategy for integrated marketing communications and positioning allows the marketer to allocate budgets more effectively and efficiently.

**MGMT 6659 - Marketing for Competitiveness♦**

(3 sem. cr.)

Effective managers know that a clear understanding of the role of marketing, as well as a grasp of effective marketing practices, is essential for organizations to succeed in today’s fast-paced, competitive environment. In this course, students gain a working knowledge of both marketing theory and the practical application of innovative marketing tools and strategies. Students also explore how product, price, place, promotion, and people contribute to the marketing mix as they explore research-based insights into consumer behavior.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MGMT 6661 - Applied Research Methods—Qualitative and Quantitative**

(3 sem. cr.)

Students in this course focus on acquisition of substantive, foundational knowledge of the philosophy of science, including the construction, use, and critique of concepts and theories. Qualitative and quantitative frameworks for inquiry are introduced. Ethical, social, and political aspects of conducting research and producing knowledge for practice are examined. Quantitative designs covered include experimental and quasi-experimental, survey, causal-comparative, evaluation, and existing action research. Qualitative designs include case study, phenomenology, grounded theory, and ethnography. Assignments consist of knowledge demonstration and problem solving for professional practice. Through course assignments, students focus on the practical
application of writing and critical-thinking skills and the integration of professional practice at the doctoral level.

MGMT 6662 - Communicating Using Social and Digital Media♦

(3 sem. cr.)
While some companies may still be asking, "Why should we care about social media?" most are now asking, "How can we leverage the power of social media?" In this course, students examine how social media has changed the way consumers interact with brands and apply elements of storytelling to develop a social media strategy for an organizational scenario. In addition, students explore issues of ethics, privacy, and media law that are heightened by social media and digital communication distribution. Topics include types of social media, audience appropriateness, reputation management, social media strategy, evaluation methods, and the communications regulatory environment, including media law and privacy.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MGMT 6663 - Market Research and Customer Insights♦

(3 sem. cr.)
Understanding consumer behavior is essential for developing and effectively marketing products and services. In this course, students can learn how to use customer data and insights to improve strategic marketing decisions and improve performance. Students have the opportunity to analyze factors that influence buyer behavior during all stages of the purchasing process and to consider how learnings can be translated into product strategy and related marketing decisions. Additionally, students will study market segmentation and targeting practices as a key means of differentiation.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MGMT 6670 - Applications in Global Business♦

(3 sem. cr.)
This course is an introduction for students to learn how institutions, organizations, and culture shape uniqueness in regional market and business practices. Students are exposed to the functioning of global organizations that shape the global business climate. Students explore drivers for internationalization, barriers and pitfalls, and best practices in international business.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MGMT 6673 - Case Studies in Global Business♦
In this course, international business topics are explored in depth and in context through real-world case studies. Students analyze the success and failure of international business ventures across a wide range of industries, developing their analytical skills in the process.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MGMT 6677 - Competing in the Global Economy

(3 sem. cr.)

Over the last few decades, a fundamental shift in the world economy has been underway. No longer are national economic interests and business operations largely confined within well-defined geographic borders. Phenomena such as the explosion of the Internet, global sourcing, and the reduction in barriers to cross-border trade have all contributed to the creation of a truly global economy. Students in this course focus on the global environment of business and explore how the international sociocultural, political, legal, economic, physical, and historical environments affect business practices and policies. Students will learn the skills and methodologies required for market analysis and business strategizing on a global scale. In particular, students identify the internal and external forces affecting an organization's ability to compete both domestically and globally.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MGMT 6681 - Social/Environmental Entrepreneurship and Sustainable Development

(4 sem. cr.)

In this course, students explore and evaluate opportunities to create value through the development of new organizations that respond in sustainable ways to the needs of both the micro-level community and the world at large. Students prepare to build new organizations that solve problems within a systems context and to build into their approach to planning, operations, and decision making a global awareness that begins within their local community and extends far beyond. New venture plan outlines are drafted, focusing on social and environmental entrepreneurship issues.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MGMT 6689 - Message Design, Audience, and Evaluation

(3 sem. cr.)

Using reputable sources lends credibility to a message. But how does a communication
professional determine which supporting information is appropriate to help craft a message, gain audience insight, choose a communication channel, or evaluate the impact of a message? In this course, students examine research approaches that are common to the field of communication and appropriate for answering questions about audiences and evaluating messages. Topics include simple quantitative analysis and qualitative research approaches such as focus groups, interviewing, and surveys, as well as basic metrics such as cost of media, cost per sale, return on investment, and web analytics.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MGMT 6690 - U.S. Healthcare Delivery System♦**

*(3 sem. cr.)*
Healthcare delivery is one of the largest industries in the United States. Students in this course are provided with the opportunity to gain thorough insight into the current structure and components of health services and delivery; they are also presented with an abbreviated history addressing the nature of population illness and disease. Students identify and describe components of the system, including patients, healthcare professionals, public and private third-party payers, regulators, reimbursement methods, and technology. They engage in activities and discussions focused on the continuum of services related to healthcare, such as hospitals and hospital systems, ambulatory care, and long-term care. Students also explore issues related to these services, such as wellness, prevention, and community and public health, for a comprehensive understanding of the system. Students contextualize their study through the examination of current factors and challenges as well as the impact these challenges have on delivery and management.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MGMT 6692 - Financial Management♦**

*(3 sem. cr.)*
Students in this course are introduced to the terminology, theory, concepts, and techniques used in the accounting and finance functions in healthcare organizations. They explore the important role of finance in healthcare organizations, in addition to the various techniques to develop, manage, and control finances. Using an applied approach to healthcare finance, students learn how to develop, apply, and interpret various financial tools, including budgets, sources of revenue/reimbursement by payer, income statements, balance sheets, dashboards, statements of cash flow, pro formas, return on investment analysis, financial ratios, capital budgeting, debt service and borrowing, depreciation, and cost allocation and cost accounting techniques. Students develop portions of a business/financial plan using these techniques and analyze the viability of their plan using accepted financial management tools.
Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MGMT 6693 - Interpersonal Communication♦

(3 sem. cr.)
The ability to communicate with others influences success in both professional and personal settings. As communities and places of work become increasingly diverse, the intersections of interpersonal and intercultural communication also increase, and communicators need to be aware that the cultural diversity of their audiences should affect the way they convey information. Students in this course examine interpersonal and intercultural intersections and study the influence of cultural diversity on interpersonal communication. By examining theory, students develop an approach to practice and hone individual strategies for communicating successfully in diverse interpersonal situations. Topics include interpersonal communication theory, intercultural communication theory, individual communication competence, nonverbal channels, person perception, conflict resolution, and listening and communication barriers.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MGMT 6695 - Health Policy and Economics

(3 sem. cr.)
Managers in healthcare must possess the skills needed to assess economic principles and policies to make important decisions regarding healthcare and services. In this course, students examine the application of health policy and economic principles in regard to managerial decision making. They learn about the process for policy development and implementation, key stakeholders and interest groups involved in the health policy process, and how health policy changes over time within the United States. Students assess and discuss key policy initiatives related to cost, quality, and access. They also engage in assignments designed to advance their understanding of and ability to apply economic principles, such as supply, demand, and the determination of market price.

MGMT 6697 - Creative Strategy and Execution: From Brief to Presentation♦

(3 sem. cr.)
Students in this course leverage a wide range of knowledge and skills to conceive and execute a global communication campaign that uses traditional and digital media. Students have the opportunity to develop and review a creative or innovative brief grounded in concepts of integrated marketing communication. Students generate solutions for that brief across the phases of the creative process, present and defend solutions, and evaluate solutions using metrics. Topics include the creative process,
integrated marketing communication, selecting appropriate channels, pitching and selling ideas, and evaluation metrics.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MGMT 6698 - Public Relations Concepts and Strategy**

*(3 sem. cr.)*

To successfully build and manage the relationship between an organization and the public in today's increasingly global community, a strategic communications plan requires the use of both traditional and new technology. Students in this course explore, from a global perspective, the needs of various public relations stakeholders, including the customer, the press, and the investor. Topics include how to change behaviors, advocate for causes, design messages for specific audiences, select appropriate communication channels, and evaluate results of public relations campaigns. Students also consider the potential legal and ethical aspects of the practice of public relations.

**MGMT 6900 - Capstone: Practicing Managerial Decision Making**

*(3 sem. cr.)*

Students in this course are provided with the opportunity to synthesize management content, theory, and practice to create their personal visions and goals. Students assess existing research and methods, reflect on their current approach to management, and purposefully plan for a future as a management professional who affects positive change. Students produce individual treatises that include essays on their values, beliefs, strengths, and weaknesses, which serve as a foundation for continued professional growth and development; thus, students become better equipped to meet the management challenges of an uncertain tomorrow.

**MGMT 6905 - Capstone: Integrating Management Theory and Practice for Individual Action**

*(3 sem. cr.)*

Students in this course are provided with the opportunity to synthesize management content, theory, and practice to create their personal visions and goals. Students assess existing research and methods, reflect on their current approach to management, and purposefully plan for a future as a management professional who affects positive change. Students produce individual treatises that include essays on their values, beliefs, strengths, and weaknesses, which serve as a foundation for continued professional growth and development; thus, students become better equipped to meet the management challenges of an uncertain tomorrow.

**MGMT 6990 - Capstone: Sustainable Business Practices and Strategies**
(3 sem. cr.)
The purpose of the capstone course is to integrate the knowledge and concepts students have gained through the MBA program. Students will practice their skills and employ their knowledge by evaluating business strategies capable of achieving sustainable competitive advantage. Students in this course will be required to identify and address challenges and opportunities found in today's complex and often uncertain business environment. Students complete their transformational journey through the program by reflecting on their learning and will consider the next phase of their career development. The aim of the course is to improve the students' ability to manage in an environment requiring both strategic and operational knowledge.

**MGMT 8003M - Gateway to Doctoral Management Studies**

(5 cr.)
Students begin their journeys as scholar-practitioners in this doctoral management gateway course. Students will learn what it means to earn a doctorate and a Walden PhD degree. No organization can succeed without being led and managed. Students will graduate with a unique perspective on organizational success. They will develop a personal navigational tool, the skills development and an assessment plan (SDAP) to identify their goals, assess the skills they will need to develop, and begin to consider the importance of managing their time as they deepen their journey into the program. Through this course, students will then be prepared for the journey that will take them from absorbing knowledge to becoming creators of knowledge. During this orientation course, students will grapple with some of the biggest questions facing the management profession. While engaging in these and other questions regarding the future of management, students will be introduced to the full spectrum of Walden resources and become familiarized with Walden's academic support systems. Designed to make them better critical thinkers and scholarly writers, these resources include the Writing Center, the Walden Library, the Academic Skills Center, and the Center for Research Quality. Students also focus on beginning their development of critical reading, writing, and questioning, and reflective skills, all of which are needed to succeed as scholar-practitioners.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MGMT 8005M - Organizational Perspectives and Implications for Leaders**

(5 cr.)
There are many ways of seeing an organization and one's place in it. The assumptions students make about people, purpose, and profit will influence the way they manage. It is important to develop the skill required to read various situations and to understand what is between the lines to act with insight. Developing and utilizing various divergent perspectives on organizational dynamics enables a manager to devise appropriate actions by critically thinking about the way things can be (based on the way things are). In this
way, leaders free themselves from conventions and can consider the knowledge management strategies, structures, and policies to succeed. Students will explore several metaphors of organizations from mechanistic to organic to network, among others. The students will look at organizations through several all-encompassing frames to understand how a leader can leverage these new perspectives to better manage processes, the implications of social change, and innovative strategies. Students will also continue building the skills required to succeed in the program and leverage those skills as they begin working on their dissertation topics. Students are asked to reflect each week on their learnings and how those learnings are shaping their specialization perspective. Students will deepen their understanding of APA, scholarly writing, and the importance of integrity in writing; they will also hone their analysis and evaluation skills.

Prerequisites
- MGMT 8003M

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MGMT 8007M - Complexity and Systems Thinking Dynamics♦

(5 cr.)
Organizations are increasingly a reflection of the confluence of dynamic influences and pressures to compete in an uncertain environment. Leaders need to stimulate creative and innovative approaches to products, services, and operations. Yet, organizations also need to have predictable control systems to enable the efficient utilization of resources. Students in this course cover some basic to intermediate concepts, models, and theories from general systems theory, systems thinking, network theory, complex adaptive systems theory, complexity leadership theory, and evolutionary systems theory with applications to social organizations. Students use a provided template to model, describe, and apply these concepts to an organization of their choice such as society-at-large or a subset of society; a community, city, county, state, or country; or a corporation, a nonprofit, government agency, an educational institution, or a military organization as this course starts from abstract systems and moves to concrete instances. Throughout this course, students will improve their understanding of systems, organizations, and leadership or management decision-making capabilities.

Prerequisites
- MGMT 8003M

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MGMT 8009M - Organizational Decision Making and Judgment♦
In today’s highly complex organizations, rational and behavioral decision-making processes and models impact leadership, ethics, group dynamics, and risk assessment. Students will examine the ethical implications of organizational decisions based on the literature. Students will also explore, evaluate, and debate how judgments and decisions influence team dynamics and an organization’s social responsibility decisions. Students will also develop a deeper appreciation for predictive and adaptive decision systems and the impact of artificial intelligence and autonomous systems on an organization's decision processes. Students will continue to develop their skills assessment plan and tie what they learn to their specialization and, ultimately, the dissertation process. Students will focus on developing their analysis capabilities of peer-reviewed literature related to their specialization, and decision making and judgment.

**Prerequisites**
- MGMT 8003M

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MGMT 8015 - Gateway to Doctoral Studies♦**

(5 cr.)
The journey for a doctoral student to the domains of the scholar-practitioner begins with this course. No organization can succeed without being managed, and students will be exposed to a unique perspective on organizational success. Students have the opportunity to develop a personal navigational tool—the Skills Development and Assessment Plan (SDAP)—to identify goals and how the program will unfold to help students meet those goals. In this course, students are prepared for the journey that will take them from absorbing knowledge to becoming creators of knowledge. During this orientation, students grapple with some of the biggest questions facing the management profession: How have the demands on management and leadership shifted with the digital age? What are the implications of a global 24/7 world? How will the student, as a scholar-practitioner, contribute to positive social change after graduation? While engaging them in these and other questions regarding the future of management, students will be guided through the full spectrum of Walden resources and become familiar with those academic support systems designed to help students become better critical thinkers and scholarly writers: the Writing Center, the Library, the Academic Skills Center, and the Center for Research Quality.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MGMT 8020 - Managing Organizational Systems and Complexity♦**
Effective managers in complex organizations often use core concepts of systems theory to analyze and execute change within their organizations. Students in this course examine these concepts, including both seminal and current approaches to systems thinking, self-organizing systems, and complexity. Using processes of systems thinking, mental models, mind mapping, analysis of assumptions and limitations, and relationship mapping, students engage in hands-on application assignments through which they analyze existing organizations and develop plans for change. Students also have the opportunity to reflect on the concepts presented in the course and to contemplate how they can apply this information to effect complex adaptive change in their field.

**Prerequisites**
- RSCH 8100Z or RSCH 8101Z

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**MGMT 8025 - Perspectives on Organizations and Their Implications for Leaders**

(5 cr.)
There are many ways of seeing an organization and one's place in it. The assumptions one makes about people, purpose, and profit will influence the way a person manages. It is important to develop the skill required to "read" various situations and to understand what is "between the lines" in order to act with insight. Developing and utilizing various divergent perspectives on organizational dynamics enables a manager to devise appropriate actions by critically thinking about the way things can be (based on the way things are). In this way, leaders free themselves from conventions and are able to invent unique tools, structures, and policies to succeed. Specifically in this course, students have the opportunity to explore several metaphors of organizations from "mechanistic" to "organic" to "network," among others. Further, they can look at organizations through several all-encompassing "frames" to understand how a leader can leverage these new perspectives to better manage processes and change.

**Prerequisites**
- MGMT 8015 (may be taken concurrently)

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**MGMT 8030 - Management of Decision Making**

(8 cr.)
Often times, the tools used to make complex managerial decisions are the same resources employed in everyday decision making. Understanding these tools and practicing the skills needed to make effective, timely decisions with sustainable results is a valuable outcome of this course. Students examine and discuss competing paradigms...
of individual and group decision making, which include both seminal and current research related to rational and behavioral decision-making theories, among others. Students also explore how these approaches differ in their impact on ethics, group dynamics, risk assessment, and leadership responsibilities.

**Prerequisites**

- MGMT 8020

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MGMT 8035 - Complexity and Applied Systems Thinking**

(5 cr.)
Organizations are increasingly a reflection of the confluence of dynamic influences and pressures to compete in an uncertain environment. Leaders need to stimulate creative and innovative approaches to products, services, and operations. Yet, organizations also need to have predictable control systems to enable the efficient utilization of resources. This tension between chaos and order demands new approaches to structuring organizations and decision making. Using processes of systems thinking, mental modeling, and relational dynamics, students have the opportunity to analyze organizations and develop tools to better understand complex systems dynamics.

**Prerequisites**

- MGMT 8025 (may be taken concurrently)

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MGMT 8045 - Mechanics of Individual and Group Decision Making**

(5 cr.)
In today's highly complex organizations, rational and behavioral decision-making processes and models impact leadership, ethics, group dynamics, and risk assessment. Students can examine these factors and the underlying competing paradigms of individual and group decision making and how these approaches differ in their impact on the personal, leadership, and organizational levels of analysis; and, in some cases, how decisions impact society.

**Prerequisites**

- MGMT 8035 (may be taken concurrently)

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MGMT 8100 - Dissertation Mentoring**
The purpose of this course is to assist doctoral students in making steady progress toward their degree. Students use this course as a forum for ongoing exchange of ideas, input, and feedback with peers and their faculty mentor. Gaining tools needed for success in completion of their dissertation, students practice with various research methods and data-gathering techniques; determine best practices; and explore the various resources, including the Walden University Library, Writing Center, and Research Center. On a quarterly basis, students also prepare a progress plan and submit a progress report to help stay on track for successful completion of their degree.

Prerequisites
- RSCH 8201M or RSCH 8301M (may be taken concurrently)
- MGMT 8990

**MGMT 8405M - Challenging Conventional Leadership and Influence**

(5 cr.)
A desirable trait of modern managers and leaders is the ability to assess multiple perspectives and the confidence to assert change, if needed. Leaders are also influenced by the function of power. Students will consider the full spectrum of leadership behavior from autocracy to emergent consensus and how rights and powers are distributed to people to achieve their responsibilities in an organization. The power structure also challenges conventional views of organizational structures and influences leadership behaviors.

Students in this course are provided with the opportunity to diverge from conventional leadership ideology and behavior through exploration of alternative models and lessons related to power and authority structures. Students will explore ways to reinvent the leadership and organizational structures based on unconventional organizational models. Students analyze and develop new and promising methods, principles, and systems about how new structures and leadership can support the needs of a global environment.

Prerequisites
- MGMT 8003M
- MGMT 8005M
- MGMT 8007M
- MGMT 8009M
- RSCH 8110

⚠️ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MGMT 8410 - Leadership, Influence, and Power**
Power is often thought of as the lifeblood of leadership. Students in this course review the varieties of power and their functions. They analyze and synthesize research, focusing on how leaders influence others through the tools they have at their disposal, including aspects of personality and character that serve to help effectively influence others. Students also explore the full spectrum of leadership behavior from autocracy to emergent consensus and how rights and powers are distributed to people in order to achieve their responsibilities in an organization. Practicing doctoral-level skills, students also engage in scholarly writing assignments, such as the preparation of a literature review, lending to a significant research topic, problem, and research question.

Prerequisites
- RSCH 8101M (may be taken concurrently)

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MGMT 8415M - Socially Conscious Leader♦

Socially conscious leadership involves the use of widely diverse psycho- and sociographic sensitivities regarding stakeholder interests and those of the larger society. In this course, students learn how to harness such awareness and examine the pursuit and distribution of profit, the mission of the organization, the methods of management, and organizational growth and restructuring to achieve new strategic objectives. They explore the nature of sustainability management including environment, supply chain, social justice, and profit. They also study the nature of formal and informal relationships among people and between an organization and the supply chain in which the organization does business. Students are presented with the opportunity to gain skills necessary to understand the motives as well as the impact of organization and leadership failure.

Prerequisites
- MGMT 8405M or MGMT 8505M or MGMT 8605M or MGMT 8705M or MGMT 8805M

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MGMT 8420 - Challenging Conventional Leadership♦

A desirable trait of modern managers and leaders is the ability to assess multiple perspectives and the confidence to assert change if needed. Conventional organizational structures and leadership behavior represent one, albeit the dominant, set of expectations based on widely understood assumptions and practices. Students in this
course are provided with the opportunity to diverge from conventional leadership ideology and behavior through exploration of alternative models and lessons from a full spectrum of human organizations, such as utopians and reformers as well as intentional organizations and social experiments. Students analyze these organizations on a global level for new and promising methods, principles, and systems that may be applied and add value to local organizations.

Prerequisites
- RSCH 8101M (may be taken concurrently)

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MGMT 8425M - Responding to Behavior and Change as a Multicultural Leader♦

(5 cr.)
Leadership in a global context with transnational organizations requires an understanding of the differences that exist among people as employees, colleagues, and customers. Students in this course are introduced to advanced research topics in leadership and organizational behavior as well as ways in which leaders respond to change within an organization as they relate to the challenges of leading in internationalized, cross-cultural, and diverse contexts. Students analyze theories of cross-cultural practice, diversity in thinking, culture and belief systems, and stakeholder management as well as strategic and change management theories. Students also use traditional leadership methods and strategies to explore how the need for change is perceived, understood, and managed, and how change manifests itself from external and internal sources. They actively engage in identifying potential research topics for their dissertation and explore the behavioral and strategic dimensions of the topics under study.

Prerequisites
- MGMT 8405M or MGMT 8505M or MGMT 8605M or MGMT 8705M or MGMT 8805M

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MGMT 8430 - The Changing Face of Leadership—Diverse Perspectives♦

(4 cr.)
Leadership in a global context with transnational organizations requires an understanding of the differences that exist among people as employees, colleagues, and customers. Students in this seminar course are introduced to advanced research topics in leadership and organizational behavior as they relate to the challenges of leading in internationalized, cross-cultural, and diverse contexts. Students analyze theories of
cross-cultural practice, diversity in thinking, culture and belief systems, and stakeholder management. They actively engage in identifying potential research topics for their dissertation and explore the ethical and social change dimensions of the topics under study.

**Prerequisites**
- RSCH 8101M (may be taken concurrently)

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MGMT 8440 - The Socially Conscious Leader**

(4 cr.)
Socially conscious leadership involves the use of widely diverse psycho- and socio- graphic sensibilities regarding stakeholder interests and those of the larger society. In this course, students learn how to harness such awareness and examine the pursuit and distribution of profit, the mission of the organization, the methods of management, and organizational growth and restructuring to achieve new strategic objectives. They explore the nature of leadership in the context of a stakeholder environment with "triple bottom line" responsibilities—profit, sustainability, and social justice. They also study the nature of formal and informal relationships among people and between an organization and the community(s) in which the organization does business. Students have an opportunity to gain skills necessary to understand the motives as well as the impact of organization and leadership failure.

**Prerequisites**
- RSCH 8101M (may be taken concurrently)

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MGMT 8450 - Crafting and Responding to Change**

(4 cr.)
What are some of the advantages of various change models, how do organizations employ these to respond to change, and why is change important to an organization? Students in this course have the opportunity to answer such questions as well as to develop original ideas for change management and response. Students use traditional leadership methods and strategies to explore how the need for change is perceived, understood, and managed, and how change manifests itself from external and internal sources. They also learn ways that that they can use change techniques to mobilize an organization to make effective transitions. Engaging in scholarly inquiry, students use a whole systems and network perspective in relating change to internal and external contingencies.

**Prerequisites**
• RSCH 8101M (may be taken concurrently)

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MGMT 8505M - IT Security and Compliance♦

(5 cr.)
Security and compliance are critical topics in all businesses that engage in internal information technology (IT) and external commerce-producing digital products and services. All organizations need to consider the multifaceted aspects of IT security and standard compliance. Each specialization course is designed to encourage students to select two topics and develop an article that is ready for publication.

Prerequisites
• MGMT 8003M
• MGMT 8005M
• MGMT 8007M
• MGMT 8009M
• RSCH 8110

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MGMT 8510 - Managing E-Commerce Management Information Systems♦

(4 cr.)
Students in this course are provided with broad coverage of information systems management concepts and trends underlying current and future developments as well as principles for providing effective implementation of information technology. Students assess strategies associated with both sides of the electronic commerce world: e-commerce solutions for existing companies and e-business concept development for venture startups. Assessing a variety of case studies, students contextualize their study through the evaluation of emerging theories and practices of e-commerce strategies. As the course progresses, students develop and define their position on a variety of current issues in e-commerce information systems and then engage in online discussions to share and defend their analysis.

Prerequisites
• RSCH 8101M (may be taken concurrently)

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MGMT 8515M - Strategic IT Leadership and System Architecture♦
Strategic information technology (IT) leadership and systems architecture is a core domain of the information systems technology for the professional and scholar. There are many new forms of emerging architectures being used by organizations that are innovating their infrastructure. For instance, many are considering the multiagent systems (mas) application and services architecture that considers the need for mobile, connected things, social media, and partners to interact with those apps autonomously and collectively. Students will also be able to canvas topics such as digital disruptive innovation trends as well as how IT teams work together in a digital environment. Organizations need to develop a strategic and far-reaching vision for their architecture and the leadership of a digital workforce as a key way to engage.

**Prerequisites**
- MGMT 8405M or MGMT 8505M or MGMT 8605M or MGMT 8705M or MGMT 8805M

⚠️ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MGMT 8520 - Organizational Performance Improvement**

*(4 cr.)*

What is business process redesign, and how can it be used to achieve improvements in performance measures? Students in this course are provided with the opportunity to investigate such questions and survey a wide array of current literature from experts in the field. Students learn about the concepts of performance improvement and process re-engineering. They work toward achieving high-level improvements in organizational performance through redesigned business processes and the use of information technology to re-engineer an organization. Students analyze the data required for organizational performance improvement and then develop and present a report or case study of an organizational setting in the context of performance analysis and improvement. Students also engage in discussion assignments to share ideas and perspectives with peers and to reflect on weekly topics.

**Prerequisites**
- RSCH 8101M (may be taken concurrently)

⚠️ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MGMT 8525M - Big Data Decision Making and Management**

*(5 cr.)*

Decision making is only as good as the information and the context of the information received. Most information systems technology professionals understand that individuals are awash with data. Big data is vast, yet harnessing such data is not as simple as
conducting a search. All big data and decision making needs to consider both analytics as well and the ethics and context development of the searching strategy.

Prerequisites

- MGMT 8405M or MGMT 8505M or MGMT 8605M or MGMT 8705M or MGMT 8805M

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MGMT 8530 - Managing Projects in Complex Environments♠

(4 cr.)
In consideration of the growing complexities of the global business environment, there is a pressing need for leaders with diverse skill sets who know how to see a project through a multitude of challenges in a rapidly changing business environment. Students in this course explore the theory and practice of how to manage projects in such environments. Through extensive reading and literature review, students assess effective project management styles, critical factors for project success, organizational support systems that enhance projects, earned value analysis, the maturity of modern project management, and ethics in project execution. They also examine critical issues of budgeting, schedules, technical planning, and control methods, and they investigate the function of project management software in anticipating and managing the challenges of complex environments.

Prerequisites

- RSCH 8101M (may be taken concurrently)

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MGMT 8540 - Systems Analysis, Design, and Implementation♠

(4 cr.)
Students in this course are provided with the opportunity to examine the analysis, design, and development of computer-based information systems to enhance their knowledge base in software engineering. They compare the key characteristics of object-oriented methodologies with traditional methods for an understanding of how various types of systems require different software engineering techniques. Students learn about the lifecycle concept and related activities, including information requirements determination, prototyping, detailed systems design, development, testing, and implementation strategies. Collaborating with peers, students sharpen analytical and communication skills as they engage in weekly discussions on a variety of topics, such as software processes, design and implementation, dependability and security, and general issues related to software engineering.

Prerequisites
• RSCH 8101M (may be taken concurrently)

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MGMT 8550 - Security Management and Risk Assessment♦

(4 cr.)
Reliable, secure transfer of information is vital to the operation and management of all businesses. The information transfer process, however, has presented a series of challenges as modern technology and the Internet have transformed the way business is conducted. Students in this course examine the need for security measures, policies, and careful assessment to ensure data integrity in electronic commerce. They explore management aspects of information security from a business perspective as well as the implications of information security risks faced by organizations. Students learn ways to identify threats and implement safeguards on corporate networks and the Internet. They also explore topics on return on security investment, business continuity planning, development of security policies, and information security auditing.

Prerequisites
• RSCH 8101M (may be taken concurrently)

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MGMT 8551 - Preparing for Dissertation

(5 cr.)
The focus of this course is on the preparation for the dissertation phase of training. In this course, students identify a dissertation topic and potential dissertation committee members; begin to conduct a literature review; develop a problem statement and research questions; and evaluate research designs, methods, and types of analyses to use for their dissertation. Students also complete their initial premise in this course and an annotated outline of their prospectus.

MGMT 8605M - Financial Risk Management and Decision Making for Organizations♦

(5 cr.)
All responsible leaders consider the fiscal implications of the decisions they make on a daily basis, such as those involving growth, sustainability, and employee issues. In this course, students are provided with a survey of fundamental concepts in financial decision making. Students examine core principles, such as the time value of money, decision making under conditions of uncertainty, valuation, risk management, mergers and acquisitions, and capital budgeting. They also explore the legal, ethical, and global
dimensions of financial economic decision-making theories and practices. Students will also consider the impact and limitations of financial markets in society, and how risk and return for firms is mediated and moderated by agency effects, information asymmetries, and both rational and irrational aspects of market behavior.

Topics that students are encouraged to explore include risk management, financial decision making, uncertainty valuations, mergers and acquisitions, global ethical decision making, managing growth and sustainability, legal and ethical decision making in finance, managing economic growth and sustainability, and time value of money and the capital structure puzzle. As scholars, students will need to work independently to develop their understanding about the various topics the class has selected for the discussions.

Prerequisites

- MGMT 8003M
- MGMT 8005M
- MGMT 8007M
- MGMT 8009M
- RSCH 8110

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MGMT 8610 - Financial Decision Making for Individuals and Firms♦

(4 cr.)

All responsible leaders consider the fiscal implications of the decisions they make on a daily basis, such as those involving growth, sustainability, and employee issues. In this course, students are provided with a survey of fundamental concepts in financial decision making, primarily at the individual and firm level. Students examine core principles, such as the time value of money, decision making under conditions of uncertainty, valuation, and capital budgeting. They also explore the legal, ethical, and global dimensions of individual- and firm-level financial economic decision-making theories and practices. Students gain hands-on practice using modern financial tools to evaluate case study scenarios and collaborate with peers to practice conducting and presenting research on a specific topic.

Prerequisites

- RSCH 8101M (may be taken concurrently)

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MGMT 8615M - Financial Corporate Social Responsibility and Ethics♦
Financial ethics is a crucial topic for today’s corporate financial leaders and managers. The financial benefits of ethical compliance and corporate social responsibility globally are considered in this course. Students will discuss and analyze the role of ethics compliance reporting as well as antitrust reporting in a corporate environment. Students will also debate the ramifications of controlling compliance risks, how ethical behavior adds value to organizations financially, how organization structures impact financial ethics, and corporate social responsibility. Alternative operationalization and measurement approaches for the corporate social responsibility and corporate financial performance concepts that have been deployed in empirical literature are also discussed.

**Prerequisites**
- MGMT 8405M or MGMT 8505M or MGMT 8605M or MGMT 8705M or MGMT 8805M

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MGMT 8620 - Financial Markets: Risk and Return, Capital Structure, and International Dimensions of Finance**

(4 cr.)
Students are provided with the opportunity to augment their core financial knowledge base through a survey of fundamental concepts in financial decision making in which markets affect firm decisions and societal outcomes. Through a variety of practical application assignments, students learn about the role, impact, and limitations of financial markets in society and how risk and return for firms are mediated and moderated by agency effects, information asymmetries, and both rational and irrational aspects of market behavior. Students examine the structure of international capital markets. They also explore and discuss the legal, ethical, and global dimensions of firm- and market-level financial economic decision-making theories and practices.

**Prerequisites**
- RSCH 8101M (may be taken concurrently)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MGMT 8625M - Leadership Through Changing Financial Organizational Structures**

(5 cr.)
Financial managers need specific understanding about organizational structures and how to deal with startups, benefit corporations, nonprofits, and other organizational structures. Students will also discuss the financial issues in mergers and acquisitions
(M&A) and investor financing. In both M&A and investor financing, tangible and intangible assets need consideration. Financial managers also need to consider economic sustainability, profitability, and managing the effects of innovation. There are also other financial realities that are becoming more relevant that financial leaders and managers need to consider, such as alternative currencies and how that will impact investments, research and development, and an organization’s relationship with the conventional banking system. How will alternative currencies change the way startups manage their finances? These are some of the important questions students will explore and around which they will develop theoretical hypotheses.

Prerequisites
- MGMT 8405M or MGMT 8505M or MGMT 8605M or MGMT 8705M or MGMT 8805M

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MGMT 8630 - Corporate Financial Management♦

(4 cr.)
How do corporate managers decide which investments add the most value to their company? Using previously acquired knowledge of financial analysis and decision making, in addition to new concepts presented in this course, students have the opportunity to answer this question, as well as to understand the reasoning behind such valuation. Students engage in a variety of group activities, discussions, and writing assignments on advanced research topics related to corporate finance, including the sourcing and deployment of capital, corporate risk management, short- and long-term financing, and product-market interactions. Through extensive reading and literature review, students identify potential research topics for their dissertation and explore the legal, ethical, and global dimensions of corporate finance theories and practices.

Prerequisites
- RSCH 8101M (may be taken concurrently)

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MGMT 8640 - Valuation of Assets, Entities, and Opportunities♦

(4 cr.)
Experienced investors and managers understand that market prices may be misleading; therefore, they often use valuation theories and methodologies to help them determine the intrinsic value of assets. Students in this course are introduced to advanced research topics related to the valuation of assets, entities, and general opportunities. Students engage in group activities, discussions, and writing assignments on the valuation elements
of mergers and acquisitions; options; international asset pricing; valuation of intangible assets, such as human resources; and capital budgeting and valuation with leverage. Through extensive reading and literature review, students identify potential research topics for their dissertation and explore the legal, ethical, and global dimensions of valuation in finance theories and practices.

Prerequisites
- RSCH 8101M (may be taken concurrently)

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MGMT 8650 - Financial Analysis, Planning, and Forecasting**

(4 cr.)
Competitive advantage and corporate sustainability depend profoundly on the financial decisions managers make. These decisions are based on information processed and evaluated using established theories. These theories, as well as the forecasting models used by contemporary financial planners and investors, are introduced to students. Students engage in a variety of group activities, discussions, and writing assignments on advanced research topics related to financial management planning, forecasting, and decision making. They explore econometric and time series analysis, cash flow, inventory, supply chains, sales forecasting, and both short- and long-range financial planning modeling. Through extensive reading and literature review, students identify potential research topics for their dissertation and explore the legal, ethical, and global dimensions of forecasting and financial planning and analysis.

Prerequisites
- RSCH 8101M (may be taken concurrently)

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MGMT 8705M - Organizational Behavior Performance and Evaluation**

(5 cr.)
The focus of this organizational behavior and human capital development course is on organizational behavior, motivation, collaboration, and performance and evaluation of individuals and teams. Some of the questions that may be explored relate to how human resource managers motivate and build resiliency in their organizational culture. Students will also consider the influence of organizational structure behavior of individuals and teams, how behavior and motivation are impacted in a global virtual environment, and the impact of expert systems and artificial intelligence on the behavior of employees.

Prerequisites
- MGMT 8003M
- MGMT 8005M
• MGMT 8007M
• MGMT 8009M
• R SCH 8110

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MGMT 8710 - Organizational Behavior and Effective Human Resource Management♦

(4 cr.)
Human resources are the heart of an organization; therefore, their behavior, expectations, and needs should be among the factors at the forefront of managers' interests. Students in this course explore advanced research topics in organizational behavior, including the implications for effective human resource management with a focus on individual, group, and organizational behavior. They engage in group activities, discussions, and writing assignments on individual differences in employee motivation and job satisfaction; group development; team building; organizational leadership; and organizational design, change, culture, and development. Through extensive reading and literature review, students identify potential research topics for their dissertation and explore the global and ethical dimensions pertaining to course subject matter.

Prerequisites
• RSCH 8101M (may be taken concurrently)

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MGMT 8715M - Human Resource Strategy, Legal, and Ethical Considerations♦

(5 cr.)
The focus of this course is on strategic planning that supports labor relations, succession planning, retention of both tacit and explicit knowledge, as well as the strategic role of information technology in human resources management. Students will also consider the regulatory requirements for global organizations as well as establishment of a positive social and ethical environment.

Prerequisites
• MGMT 8405M or MGMT 8505M or MGMT 8605M or MGMT 8705M or MGMT 8805M

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MGMT 8720 - Strategic Thinking for Effective Human Resource Management♦
One of the main responsibilities of human resource managers and organizational leaders is to employ human resources (HR) to align with an organization's needs and goals, moving the organization toward competitive advantage and sustainable success. Students in this course are introduced to advanced research topics in the strategic management of HR within a systems thinking and metrics-based performance measurement context. Students engage in a variety of group activities, discussions, and writing assignments on the analysis of resource-based theories of organizational performance; strategic management; and HR strategy, planning, and management (including succession planning). Students also discuss the role of metrics, knowledge management, and human resource information systems in supporting HR and organizational strategies in global markets. Through extensive reading and literature review, students explore global and ethical dimensions of course topics and identify potential HR research topics for their dissertation.

**Prerequisites**
- RSCH 8101M (may be taken concurrently)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MGMT 8725M - Human Resource Talent Management**

(5 cr.)
Managing organizational talent in the 21st century requires organizations to fully engage their workforce to optimize their motivation, commitment, and productivity. Leadership and management of the organizational talent strategy to optimize the global talent is a current organizational necessity, which requires talent management leaders to consider new workforce strategies for selection, recruitment, and retention of the workforce.
Topics to be considered include information technology impact on talent management, recognition and reward systems, compensation and benefits, as well as the need to engage an agile workforce.

**Prerequisites**
- MGMT 8405M or MGMT 8505M or MGMT 8605M or MGMT 8705M or MGMT 8805M

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MGMT 8730 - The Development of Human Capital Within Organizations**

(4 cr.)
How do organizational leaders determine who to hire, and in what ways do they ensure that capable employees are sustained and managed in a way that guarantees high performance and organizational achievement? Students in this course have the
opportunity to answer such questions through the examination of advanced research topics, including the development and management of human capital within organizations. Students engage in group activities, discussions, and writing assignments on human resource concepts related to training and development, rewards and compensation, individual performance management, the role of human resources with individuals for global positions, and organization-wide succession planning. Through extensive reading and literature review, students identify potential research topics for their dissertation and explore the global and ethical dimensions pertaining to course subject matter.

**Prerequisites**
- RSCH 8101M (may be taken concurrently)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MGMT 8740 - The Legal, Ethical, and Cultural Environment of Human Resource Management**

(4 cr.)
Considering global-level expansion, issues of diversity, and traditional ethical issues, nearly all organizations must follow a host of laws and regulations; it is the responsibility of managers to know these guidelines for the welfare of employees and the stability of the company. Students in this course explore advanced research topics that address the legal, ethical, and cultural environment, both internal to organizations and more broadly. They engage in group activities, discussions, and writing assignments on the analysis of the regulatory environment in which human resource (HR) professionals must operate, HR management's role in communications, management of diversity and inclusion, and promotion of justice within organizations. Through extensive reading and literature review, students engage actively in identifying potential research topics for their dissertation and explore the global and ethical dimensions pertaining to course subject matter.

**Prerequisites**
- RSCH 8101M (may be taken concurrently)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MGMT 8750 - Human Resource Management and Its Role in Labor Relations, Negotiation, and Conflict Resolution**

(4 cr.)
Human resource (HR) managers bridge the gap between employees and management, creating a challenging relationship requiring the ability to recognize and assess conflict,
communicate strategically and effectively, and negotiate for resolutions. Students in this course explore this relationship and examine advanced research topics in labor relations, negotiation, and conflict resolution. They engage in group activities, discussions, and writing assignments on a variety of topics, including the HR role in designing and managing conflict resolution processes beginning with mediation and negotiating with labor and other major human resource constituencies. Through extensive reading and literature review, students identify potential research topics for their dissertation and explore the global and ethical dimensions pertaining to course subject matter.

**Prerequisites**
- RSCH 8101M (may be taken concurrently)

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MGMT 8805M - Agile and Disruptive Innovation Management**

(5 cr.)
Agile and disruptive innovation is a reality for every business, and as such, managers must be prepared to incorporate innovation theories into practice. In this class students discuss the many aspects and theories of innovation management. Topics such as disruptive and open innovation, innovation strategies, product and service management through analytics, and agile innovation are discussed. These topics are covered in depth to better prepare students for the cutting-edge innovation fields.

**Prerequisites**
- MGMT 8003M
- MGMT 8005M
- MGMT 8007M
- MGMT 8009M
- RSCH 8110

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MGMT 8815M - Managing by Design Theory**

(5 cr.)
Managing by design and management ambidexterity focus on the design and then the efficiency of an innovation. There is a need for design thinking for those undertaking innovation activities in products or organizationally. Design thinking focuses on human, environmental, and ethics-centric innovative considerations and intangible issues. Also identified are models and frameworks that support the development of innovative culture, including the voice of the customer in product and service requirements and
the power of a customer-centric perspective, whether in an organizational innovation, product, or service.

Prerequisites
- MGMT 8405M or MGMT 8505M or MGMT 8605M or MGMT 8705M or MGMT 8805M

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MGMT 8825M - Ethics of Artificial Intelligence and Autonomous Systems♦

(5 cr.)
Students discuss the ethical and social implications of artificial intelligence (AI) based on the AI design standards that focus on ethically coordinated design criteria. Organizations and leaders who are considering any type of AI or autonomous system within the workplace or for customer applications should consider the ethical dilemma this new environment may cause.

Prerequisites
- MGMT 8405M or MGMT 8505M or MGMT 8605M or MGMT 8705M or MGMT 8805M

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MGMT 8900M - Prospectus Development and Alignment

(3 cr.)
The prospectus is a brief document that is critical to articulate the general topic under consideration for a dissertation. Students will align, organize, delineate, and make decisions regarding their dissertation and appropriate research methodology. Students in this course are provided with the opportunity to design the prospectus in collaboration with program colleagues and mentorship from a course instructor. Students learn preferred practices for developing the prospectus and analyze examples of past documents. Students refine their problem and purpose statements along with their research questions. Then they finalize their decisions about the research method and design that may be incorporated into their dissertation. Finally, students engage in the iterative process of writing the prospectus, integrating feedback from peers and the course instructor. Students will incorporate all the skills learned throughout the program and apply them in the development of their prospectus.

Prerequisites
- MGMT 8003M
- MGMT 8005M
- MGMT 8007M
• MGMT 8009M
• RSCH 8110
• RSCH 8210
• RSCH 8310
• Residency 1
• Residency 2
• Specialization Courses 1, 2, and 3

MGMT 8910M - Dissertation Development Process

(3 cr.)
There are two major gates in the dissertation process that students must be aware of: the development of the proposal and the research phase. In this course, students are provided with an overview of the dissertation development process. The prospectus is further developed into the proposal and then into the final study. Students will understand the dissertation development process, how to work with feedback, how to manage their dissertation process, and how to collaborate with their committee members. Students will cover the major dissertation gates they will need to have, including the development of the proposal, the role of the University Research Reviewer (URR), preparing for the Institutional Review Board (IRB), collecting data, analyzing data, developing results, and articulating findings. They will develop a time management plan to have a realistic understanding of what will be required with respect to their educational, personal, and work commitment balance as they move to their dissertation course. Students will review all the skills developed throughout the program and see how those skills apply to the dissertation development process.
Prerequisites
• Residency 1
• Residency 2
• MGMT 8900M
• MGMT 8920M
• RSCH 8260 or RSCH 8360 or RSCH 8460

MGMT 8920M - Developing the Content Literature Review and Research Method and Design

(3 cr.)
The dissertation has two literature reviews. The first literature review is developed for the content (Chapter 2), and the second literature review is related to the method and design (Chapter 3). Students will begin to formalize the development of both components for the proposal. This course is an opportunity for students to focus on the development of their literature review and begin to compose a draft of their Chapter 2
and part of their Chapter 3 for their proposal. Students are encouraged to leverage all the literature they have amassed throughout their program of study and begin to analyze and synthesize the topics that are relevant to the content, method, and design. The focus of this course will be on advanced-level skills development in analysis, synthesis, and reflection.

Prerequisites

- MGMT 8003M
- MGMT 8005M
- MGMT 8007M
- MGMT8009M
- RSCH 8110
- RSCH 8210
- RSCH 8310
- Specialization Course 1

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MGMT 8990 - Developing a Prospectus

(2 cr.)
The prospectus is a brief document that helps students organize, delineate, and make decisions regarding their final dissertation and appropriate research methodology. Students in this course are provided with the opportunity to design the prospectus in collaboration with program colleagues and mentorship from a course instructor. Students learn best practices for developing the prospectus and analyze examples of past documents. Students refine their doctoral study questions and explore research methods and project types that they may incorporate into their dissertation. Finally, students engage in the iterative process of writing the prospectus, incorporating feedback from peers and the course instructor. Ultimately, the prospectus is offered by students as a document for review for consideration by potential mentors for their dissertation.

Prerequisites

- RSCH 8301M or RSCH 8201M

MGMT 8991 - Writing a Proposal

(4 cr.)
The proposal is the first three chapters of a dissertation; it establishes the rationale for conducting the study, includes a review and analysis of relevant literature, and describes the study's design and methodology. All previous work throughout the program is integrated, providing students with the opportunity to design a proposal in collaboration.
with members of their dissertation committee and committee chair. The development of a proposal feeds the final dissertation, allowing students to incorporate feedback from the course into the completion of their dissertation. Students often prepare multiple revisions of their proposal, requiring approval from Walden's Institutional Review Board (IRB). Students present their final proposal to their committee via an oral presentation. Prerequisites

- RSCH 8250 or RSCH 8251 or RSCH 8350 or RSCH 8351 or RSCH 8450 or RSCH 8451
- MGMT 8990

**MGMT 9000B - Doctoral Dissertation**

*(5 cr. per term for a minimum of 4 terms; taken continuously until completion)*

The final dissertation demonstrates students’ scholarly ability to examine, critique, and synthesize knowledge, theory, and experience, so that new ideas can be tested; best practices identified, established, and verified; and theoretical, practice, or policy constructs evaluated and advanced. In all cases, the dissertation is a rigorous inquiry that results in new knowledge, insight, or practice, demonstrating its efficacy in the world of management. Students design personal best practices for completing their dissertation within a designated context. They also select their committee members with whom they establish and maintain strong working relationships and on whom they rely to mentor and approve their proposal and final paper. Ultimately, every dissertation should make a fresh contribution to the field of practice in the management environment.

**MGMT 9000M - Doctoral Dissertation**

*(continuous enrollment in 5 credits per quarter for a minimum of 4 quarters until completion)*

In the final Dissertation, independent scholars demonstrate their ability to examine, critique, and synthesize knowledge, theory, and experience so that new ideas can be tested; best practices identified, established, and verified; and theoretical, practice, or policy constructs evaluated and advanced. In all cases, independent scholars engage in rigorous inquiry that results in new knowledge, insight, or practice, demonstrating efficacy in the world of business and management. Through this course, independent scholars gain assistance in working through the process of the dissertation. They design personal best practices for completing their study within a designated context. They also select their committee members, with whom they establish and maintain strong working relationships and on whom they rely to mentor and approve their proposal and final study. Ultimately, independent scholars completing the dissertation make a fresh contribution to the field of practice in the professional business environment. Students take this course for a minimum of four quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval.
To complete a dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

Prerequisites

- MGMT 8991 or MGMT 8991M or MGMT 8920M
- RESI 8401
- RESI 8402 or RESI 8402D or RESI 8402E

MHRM 6101 - Foundations of Human Resource Management♦

(3 sem. cr.)
Students are offered a comprehensive overview of human resource management (HRM) as a strategic function, laying a foundation for the detailed course study that follows. Students explore the role of human resource professionals as strategic partners who focus on the mission and goals of an organization. Students examine traditional topics, such as organizational effectiveness and development, workforce management, employee and labor relations, and technology management. They also explore transformational topics such as HRM in a global context, diversity and inclusion, risk management, corporate social responsibility, and U.S. employment law. The course also includes an examination of talent acquisition, employee engagement and retention, learning and development, and total rewards in the context of the employee life cycle.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MHRM 6110 - Talent Management♦

(3 sem. cr.)
One of the most important assets of an organization is its talent, in other words, its human capital. However, too often there is little planning or strategy applied to the creation and management of this huge asset. In this course, students have the opportunity to develop the skills and knowledge to create and work effectively within a talent management and planning process. They explore recruiting strategies within a human capital development context and focus on building specific skills in managing an organization's talent through position planning, talent selection and placement, and retention. Using industry best practices, students also engage in applications and group projects to practice developing initiatives that align with organizational strategies.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
MHRM 6120 - Human Resource Metrics

(3 sem. cr.)
Understanding the specific value of the human resource (HR) capital of an organization is crucial. Metrics for HR management provide the tools for both measuring human capital value and for overseeing and managing an organization’s human resources. Students in this course explore HR metrics as tools for organizational and individual performance improvement. They work toward establishing a foundation for the effective deployment of performance metrics as part of the recruitment, training and development, and retention of human resources. Students learn which metrics to employ and how to manage the results—a pivotal responsibility of HR managers. Students in this course are provided with the tools to make informed decisions required to create, apply, interpret, and manage results of appropriate metrics as an HR professional.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MHRM 6130 - Negotiation and Conflict Resolution

(3 sem. cr.)
Effective business practice requires the ability to handle important negotiations, from internal disputes to international mergers, as well as the knowledge of methods and tools to prevent, manage, and break inherent conflict. Students in this course explore the challenges of managing people in times of perceived conflict and dispute, and they work toward developing skills to identify different types of conflict situations. They engage in hands-on, practical exercises in general contingency thinking and action approaches, negotiation and bargaining strategies, and communication styles designed to help them resolve conflicts and move toward win-win outcomes.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MHRM 6140 - Budgeting and Resource Allocation

(3 sem. cr.)
Students in this course explore the role of budgeting and resource allocation along with related processes within the organizational context. Students examine processes related to managing budgets and strategies to effectively read, interpret, and communicate the often complex financial information related to both unit and organizational performance. Students also explore the implications of resource availability as well as methods to plan for and prioritize the use of resources, while considering ethical issues related to sustainability and resource scarcity.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
MHRM 6201 - Individual and Organizational Performance Management

(3 sem. cr.)
Performance management involves the ongoing activities of employee evaluation and development focused on achieving the organization’s short- and long-term goals. Performance management also is required to meet ethical and statutory requirements. Looking at the continuous nature of performance management underscores the importance of identifying and supporting talent development. Students assess performance management systems within the context of the defined system metrics supporting the organization’s goals, and they assess the role of performance management in strengthening the organization through diversity and inclusion.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MHRM 6301 - Legal and Regulatory Environment

(3 sem. cr.)
Successful organizations leverage the unique understanding of the legal and regulatory environments held by the human resource (HR) department to guide and advise the organization. In this course, students explore the laws that define and regulate multiple dimensions of the employer-employee relationship and the compliance requirements of the organization. This includes ethical behavior, employment agreements, pay structures, personnel policies, equity, access, dispute resolution protocol, hiring practices, and discrimination policies.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MHRM 6401 - Human Resource Analytics

(3 sem. cr.)
Understanding the value of an organization’s human capital is crucial to its continuing success. Human resource (HR) management metrics provide the tools both for measuring value and for managing an organization’s human resources. Students in this course explore HR analytics and metrics as tools for organizational and individual performance improvement. These tools establish a foundation for the effective deployment of performance metrics as part of the recruitment, talent development, and retention of human resources. They also facilitate alignment of the HR strategy with the business strategy. Students examine the power of analytics and an HR metrics dashboard. In addition, students investigate the role of human resource information systems (HRIS) and the importance of working with internal business partners from areas such as information technology, finance, and the executive team.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
MHRM 6501 - Conflict Management and Negotiation♦

(3 sem. cr.)
Negotiation and conflict management are core responsibilities of human resource (HR) professionals and having the HR function as the conflict resolution facilitator is critical to employee/employer relationships. Taking a leadership role in facilitating conflict is critical to assuring employment law and regulatory compliance. In organizations with unionized workforces, the HR role in conflict resolution tactics may be constrained by collective bargaining agreements. Students in this course explore the challenges of conflict and dispute and work toward developing skills to identify different types of conflict solutions. Students engage in hands-on, practical exercises in negotiation and bargaining strategies as well as communication styles.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MHRM 6510 - Personal Leadership: Mentoring and Coaching♦

(3 sem. cr.)
Mentoring requires an understanding and integration of many theories, including leadership, interaction, and communication, that support the development of effective leaders. Students in this course understand and apply skills of effective mentoring, such as active listening, learning, empowering, and enabling change. Students engage in practical exercises, such as using feedback to create interactive dialogue and asking questions to acquire a deeper understanding of mentoring and coaching processes. In consideration of modern and virtual environments, students explore the challenges of mentoring or coaching individuals in a virtual or team setting.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MHRM 6600 - Performance Management♦

(3 sem. cr.)
Performance management is a set of practices and processes that creates career opportunities to attract appropriate resources, establishes an environment that nurtures individual productivity and development, and smoothly transitions individuals to their next position or organization. Students in this course are provided with the opportunity to address these three key sets of processes. They practice writing job descriptions, selecting the right employees, developing skill-based performance standards, effecting relevant onboarding programs, and implementing educational and training programs intended to drive the success of employees and the organization as a whole. They explore how to maximize employee productivity through structured feedback, coaching, reflective performance development conversations, effective compensation models, employee recognition programs, and career development paths. Students also examine
ways to improve performance management systems by integrating feedback from the exit interviews of valued employees.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MHRM 6601 - Benefits, Compensation, and Resource Allocation

(3 sem. cr.)
An organization deploys compensation and benefits as part of its total rewards strategy to build relationships with employees and increase their engagement, which can help the organization to sustain a competitive advantage. At the same time, competitive pressures may result in the total rewards strategy becoming a cost issue for the organization. In this course, students explore both the technical and strategic aspects of overall compensation. Students examine legally required and discretionary benefits at the individual and group level as well as the societal implications of the total rewards strategy. With compensation and benefits representing the largest components of the human resource (HR) budget, students also explore the role of budgeting and resource allocation along with related processes within an organizational context.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MHRM 6605 - Strategic Human Resource Management

(3 sem. cr.)
In today’s organization, human resource management plays an important strategic role and increasingly contributes to its competitiveness. Students will explore how a more proactive and systemic approach to human resources addresses strategic business challenges throughout the organization—market positioning, talent acquisition, innovation, product development, quality, customer service, and operating functions. Students will see how results-based performance management is tied to the organization’s strategic agenda. Students will compare different theoretical perspectives of strategic human resource management and see the value of preparing employees of the future today to create sustainable competitive advantage.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MHRM 6610 - Aligning Human Resources With Business Operations

(3 sem. cr.)
Contemporary organizations typically strive to align human resources with their functional strategies and business units, lending to the fulfillment of the short- and long-term goals of the organization. In this course, students explore the role of effective human resource (HR) professionals, who engage with colleagues that lead these
operating areas and develop HR solutions that support their success. Students identify and discuss the key drivers and metrics that managers in accounting, finance, information systems, sales, marketing, distribution, regulatory, supply chain, and other operating areas within the organization employ to craft their functional-level strategies. Students discover that this knowledge is what provides HR professionals the credibility to be valued partners with functional management figures, thus helping to prepare students for the inherent challenges of the HR manager role.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MHRM 6611 - Managing People and Promoting Collaboration♦

(3 sem. cr.)
Contemporary business environments are increasingly competitive, global, fast paced, and knowledge intensive. In these environments, effective use of human capital is vital to an enterprise's success and survival. In this course, students will explore practical issues related to developing individuals and managing collaboration and will examine the skills and strategies necessary to address them effectively. Students will examine ethical and legal implications of managing a diverse workforce including issues that arise from cross-cultural differences and virtual work settings. The importance of communication as a tool to manage internal and external relationships is emphasized as it relates to the effectiveness of managing people to achieve organizational goals.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MHRM 6615 - Legal and Regulatory Environment of Human Resource Management

(3 sem. cr.)
Successful organizations leverage their knowledge of the legal and regulatory environment to proactively develop their human resources strategy. In this course, students explore the laws that define multiple dimensions of the employer-employee relationship, including employment agreements, pay structures, personnel policies, equity, access, and dispute resolution protocol. Engaging in a variety of assignments designed to help students apply course content to real-world issues, they work toward developing business intelligence skills to track the dynamic legal environment and work with legal partners in the organization to implement human resource strategies globally.

MHRM 6625 - Building Human Capital Through Training and Development♦

(3 sem. cr.)
Training and development provides an organization’s workforce the tools it needs to contribute to success. Students explore the processes of conducting a needs assessment and developing a training proposal that builds the business case for a training
intervention for both individuals and groups, creating the basis for an annual training and development plan. Integrating adult and workplace learning theory into the development of training solutions, students learn how to design, implement, and evaluate the effectiveness of a training solution.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MHRM 6630 - Benefits and Compensation♦

(3 sem. cr.)
An organization can employ its benefits and compensation strategy to build relationships with employees and increase employee engagement, enabling the organization to sustain a competitive advantage. In this course, students explore both the technical and strategic aspects of benefits and their role in overall compensation. They learn about legally required and discretionary benefits at the individual and group level. Students also explore and discuss program structures that address global considerations, and they examine societal implications of benefits and compensation that lead to supporting sustainable business practices.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MHRM 6635 - Managing Business Partner Relationships♦

(3 sem. cr.)
Human resource departments are increasingly becoming networked organizations. Students in this course will learn the skills needed to evaluate build-or-buy alternatives for meeting human resource needs, negotiate contracts with service providers, develop service-level agreements, and track progress of ongoing contracts. Students will examine how the human resource professional can leverage systems to integrate vendor-supplied services, such as training, consulting, recruiting, assessment, coaching, and information systems.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MHRM 6640 - The Role of Human Resources in Mergers and Acquisitions♦

(3 sem. cr.)
An integral component of the value created in mergers and acquisitions (M&A) is through human resources. Human resource professionals partner with senior management to support the organization before, during, and after an M&A event. Students in this course work toward developing the skills to analyze how cultural fit between organizations can impact M&A success, manage redundancy, recommend appropriate organizational structures, assess IT implications of combined payroll and
benefits systems, design reward systems, and map professional development paths to retain valued resources. Students engage in a variety of application-based assignments to learn how to design and implement the communications strategy that is necessary to facilitate all M&A activities in a structured time frame.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MHRM 6645 - Building Organizational Capacity Through Succession Planning♦

(3 sem. cr.)
Organizations need to identify strategic talent today for their future success. In this course, students explore the processes that define an organization's future human resource needs, identify the gaps between today's resource requirements and future needs of the organization, and develop strategies to meet these needs. Through interactive discussion and practical exercises, students learn how to develop internal talent profiles, define career management tracks, conduct internal recruiting, develop comprehensive succession planning strategies, and use information technology to support these activities.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MHRM 6677 - Competing in the Global Economy♦

(3 sem. cr.)
Over the last few decades, a fundamental shift in the world economy has been underway. No longer are national economic interests and business operations largely confined within well-defined geographic borders. Phenomena such as the explosion of the Internet, global sourcing, and the reduction in barriers to cross-border trade have all contributed to the creation of a truly global economy. Students in this course focus on the global environment of business and explore how the international sociocultural, political, legal, economic, physical, and historical environments affect business practices and policies. Students will learn the skills and methodologies required for market analysis and business strategizing on a global scale. In particular, students identify the internal and external forces affecting an organization's ability to compete both domestically and globally.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MHRM 6701 - Strategic Positioning and Social Change♦

(3 sem. cr.)
In today's organizations, human resource management (HRM) plays an important strategic role and increasingly contributes to organizations' competitiveness and global
Students explore how more proactive and systemic human resource practices address strategic business challenges and opportunities throughout an organization. This may include talent acquisition and retention, innovation, and social change. Students build theory-based but strategic perspectives of HRM’s organizational role and impact in creating a sustainable competitive advantage in a global economy.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MHRM 6751 - Global and Cultural Effectiveness**

(3 sem. cr.)
The global landscape touches every organization in some manner, either directly through its employees and products or indirectly through its supply chain, strategic partners, and customers. The reality of a global workforce strengthens yet challenges an organization because of its diversity in areas such as cultures, social norms, practices, and beliefs. The human resource (HR) function works on behalf of the organization, its employees, and its leadership to achieve a unified and inclusive work environment by understanding and addressing the unique challenges of a globally diverse workforce, including legal and regulatory constraints. Students in this course analyze the potential for building an integrated, globally-diverse workforce that will effectively improve the organization’s capacity and ability to thrive within this unique global landscape.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MHRM 6801 - Organizational Effectiveness and Leadership**

(3 sem. cr.)
Achieving measurable progress toward the organization's goals, or the degree to which the outcomes are achieved, is the meaning of organizational effectiveness. It is a key responsibility of human resource (HR) departments to plan for and support the organization’s ability (both in terms of capacity and agility) to achieve the goals. HR has a leadership position in building organizational effectiveness, since capacity is directly proportionate to people and talent, and agility is directly related to how well an organization and a team responds to the need for change. Having the right people in the right positions and anticipating and filling gaps in key talent areas collectively lead to an organization’s success. This course prepares the student with the skills to design and lead key organizational initiatives that both build its capacity and competitively position it for success.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MHRM 6900 - Capstone: Human Resource Planning in Action**
MHRM 6901 - Capstone: Strategic Human Resource Management

(3 sem. cr.)
The human resource (HR) management function has evolved into a strategic-partner role due to its broad organizational impact and potential for strategically advancing the organization's business agenda. As a strategic partner, the HR function is a part of the executive strategic planning team and can drive elements of the strategic plan. In this course students can develop a strong understanding of strategic planning as a key process and have the opportunity to develop critical knowledge and tools for understanding the organizational challenges for which the HR function can develop support. Students also explore how to align ethics and values with the strategy formulation process, align human resource strategies to the organization’s strategies, and drive organizational success by helping create a competitive advantage.

MHRM 6902 - Capstone: Meeting SHRM Competencies

(3 sem. cr.)
In this capstone course, students evaluate the human resource (HR) content outlined in the SHRM Body of Competency and Knowledge (BoCK)®. The capstone challenges students to demonstrate proficiency in all SHRM competencies within the four SHRM Certified Professional modules: HR Competencies, People, Organization, and Workplace. Within each of these four professional modules, students critically examine issues related to HR's strategic role and responsibilities in a global environment. Specifically, students focus on laws and regulations, talent recruitment, management, retention, and rewards, as well as corporate social responsibility in the context of Walden’s positive social change commitment. The capstone course content covers all of the SHRM competencies. Assessments include discussions, written assignments, and sample exams reflecting actual SHRM certification examinations.

MMBA 5501 - Managing and Leading: A Contemporary Approach
Students in this course explore contemporary management concepts and practices to provide a foundation for building the skills and knowledge necessary to be an effective and ethical manager in a global and interconnected environment. Students examine and contrast management and leadership theories and practice. Students also explore keys to success in the program, including setting goals and establishing priorities, time management, the basics of effective communication, the importance of giving and receiving constructive feedback, how to use feedback and reflection, and the fundamentals of working in groups in virtual settings. Students are also provided a brief introduction to Walden University, graduate studies at Walden University and related processes and policies, and the essentials of scholarly writing.

**MMBA 5510 - Leading People**

(4.5 sem. cr.)
Students in this course focus on the human dimension of business, including individual and group behaviors and organizational culture. Students explore some of the basic dimensions of human resource management as those dimensions affect the organization and the employee. Students also explore contemporary thinking about leadership and its importance in today's business world.

**Prerequisites**
- MMBA 5505

**MMBA 5520 - Business Operations in the U.S. and Abroad**

(4.5 sem. cr.)
Students in this course immerse themselves in how business works in the United States and other regions of the world. Students focus on how organizations are structured and designed. Students consider various components of business, examining how functions fit together and support the organization's mission and goals.

**Prerequisites**
- MMBA 5510

**MMBA 5530 - Marketing**

(4.5 sem. cr.)
Students in this course achieve an understanding of marketing and its relationship to the successful management of today's business organizations. They focus on how managers assess the environment and make business decisions based on available evidence or in the face of incomplete market information and rapidly changing markets. Students also examine how to develop marketing strategies that drive profitability, such as choosing a market segment to target and deciding how to differentiate products or services from the competition's. Finally, students receive an overview of marketing-mix decisions, such
as how to price, distribute, and promote products or services in a way that is consistent with the selected target market and desired positioning.

Prerequisites
- MMBA 5540

**MMBA 5540 - Innovation and Technology**

(4.5 sem. cr.)
Students in this course focus on how managers can make sure that they leverage technology in every possible way to achieve competitive advantages in the global marketplace. Students explore the role of information and information technology in business and learn how to identify and analyze emerging technologies including and beyond the scope of information technology. The course also focuses on the importance of technology and innovation in today's competitive environment. Students examine strategies to nurture innovation and cultivate technology development. Students conclude the course with a section about developing and implementing a technology strategy that assures an organization’s readiness and success in the future.

Prerequisites
- MMBA 5510

**MMBA 6251 - International Trade**

(4 cr.)
Students in this course investigate the relationship of microeconomics and the special characteristics of trade. They cover trade policy, politics, emerging considerations among developed and developing countries, and the analyses of trade and investment decisions.

**MMBA 6252 - International Finance**

(4 cr.)
Students in this course address open economy, macroeconomic models, and policies. They cover the asset approach to foreign exchange rates, implications for economic policies of fixed and flexible exchange rate systems, current examples of alternative exchange rate regimes, corporate risk management, optimum currency areas, the euro, exposure to developing countries, financial crises, and international debt-forgiveness policies.

Prerequisites
- MMBA 6251

**MMBA 6253 - Case Study: International Business Strategy**
Students in this course investigate case studies of multinational corporate management issues, including choices related to international and global competition, strategies for international entry to manufacturing, service and entrepreneurial industries, alliances, partnerships, global marketing, research and development, human resources, and acquisitions.

**Prerequisites**

- MMBA 6252

**MMBA 6540 - Innovation and Technology**

(3 sem. cr.)
Modern managers must know how to leverage technology in every possible way to achieve competitive advantage in the global marketplace. Students in this course explore the role of information and information technology in business and learn how to identify and analyze emerging technologies, including and beyond the scope of information technology. Students also focus on the importance of technology and innovation in today’s competitive environment. They examine strategies to nurture innovation and cultivate technology development. Students use concepts and theories presented in the course to develop and implement a technology strategy designed to help assure an organization’s readiness and success in the future.

**MMBA 6550 - Accounting for Business Management**

(3 sem. cr.)
Managers do not have to be accountants to effectively lead, but they should understand the impact of their financial decisions. Students are prepared to use the language of accounting and understand the fundamentals of making decisions regarding the financial aspects of a business in this course. They learn to examine financial statements to check the company’s profitability, liquidity, solvency, and return to shareholders. They also learn to use accounting data to make business decisions, such as product pricing, cost cutting, equipment acquisition, and enterprise startup. Students examine accounting in a global context and assess the ways that global business environment impacts financial analysis and decision making. Students employ analytic and group communication skills in a final project through which they conduct research and defend a position on a current accounting topic.

**MMBA 6560 - Financial Management**

(3 sem. cr.)
In corporate financial management, change is constant. Thus, managers must understand the fundamentals and explore the latest trends and thinking. Students in this course examine important financial concepts and tools that every manager should understand.
They explore the financial and monetary markets in the United States and abroad to gain an economic context. They also learn the concepts and tools necessary to assess an organization’s financial position and explore a variety of alternatives that organizations use to finance their ventures. Students engage in application assignments, discussions, and practical exercises on financial planning, budgeting, and other activities, such as balancing risks.

**MMBA 6570 - Business Strategy for Competitive Advantage**

*(3 sem. cr.)*

Managers must not only focus on current issues of stability, they must also strategize to facilitate growth and reinvestment while keeping in mind that competitors are doing the same. In this course, students focus on the development and implementation of business strategies that enable competitive advantage. They learn to assess the current environment in which the organization competes and forecast how that environment may change. Students engage in the development of business plans, creating new perspectives and strategies. Through weekly discussions, they share these ideas with their peers and consider ways to implement strategies to promote growth and value, providing competitive advantage in their business or future industry.

**MMBA 6620 - Applications in Marketing**

*(4 sem. cr.)*

Students are provided with the opportunity to review fundamental marketing principles and to employ them in the investigation of marketing concepts in the context of real-world problems in this course. They incorporate into their examination a variety of topics, such as market segmentation, marketing channels, competitive intelligence, integrated marketing, product development and commercialization, consumer behavior, and product and services marketing. Students apply these and other concepts to develop marketing solutions commonly required in real-world enterprises. They also assess and discuss 21st-century concerns related to the market, such as electronic delivery.

**Prerequisites**

- MMBA 6530

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.***

**MMBA 6661 - Advanced Leadership**

*(4 sem. cr.)*

Globalization, developments in technology, and the continued blurring of organizational boundaries are important factors contributing to the pressing need for leaders who can handle 21st-century change and who are willing to advance and/or revise their skill sets.
In this course, students explore leadership principles and practices in the context of real-world problems that are increasingly complex in nature. Students learn about aspects of moral leadership, teamwork, and incorporating culture and values into leadership strategies. They work toward enhancing personal leadership skills by reflecting on course content, self assessment, and their own or shared professional experiences.

Prerequisites
- MMBA 6660

**MMBA 6672 - Field Study**

*(4 sem. cr.)*

Students have the opportunity to develop an independent research project based on individual goals in this course. Students propose a research project that aligns with Walden’s MBA program and their own professional objectives. They also conduct applicable research under the guidance of a Walden instructor and present their findings to that instructor.

Prerequisites
- Prior academic approval is required.

**MMBA 6673 - Applications in International Business**

*(4 sem. cr.)*

Market and business practices are often shaped by many factors, such as institutional or organizational culture specific to a region. Students in this course explore these determining factors as they examine the functions of global organizations that shape the global business climate. Using case studies and topical literature, students explore contemporary issues in the global market for a real-world understanding of what drives globalization, in addition to the challenges, pitfalls, and best practices of international business. Students also sharpen their analytic and communication skills through peer discussions on a variety of topics, such as foreign direct investments, capital mobility, sustainability, and other issues related to globalization.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMBA 6674 - Case Studies in International Business**

*(4 sem. cr.)*

There are many factors affecting the outcomes of international business endeavors, such as cultural differences, changes in currency, and the political climate of the nations involved. Students in this course explore these factors in context through real-world case studies. They have the opportunity to gain skills needed to make important
decisions regarding international business as they analyze the successes and failures of actual international business ventures across a wide range of industries, developing their analytical skills in the process. Through these case studies, students debate current issues on the specifics of international business, such as outsourcing, sustainability, the global supply chain, and ethical and legal concerns.

**MMBA 6680 - Individual and Organizational Commitment to Social Responsibility**

*(4 sem. cr.)*

Taking into account global concerns, such as human rights, the environment, and factors of sustainability, individuals and organizations alike have incorporated a business model with a vision of change and a mission to positively influence society. In this course, students explore multiple approaches to understanding and improving the systemic relationships and obligations that exist among individuals, organizations, and the larger set of connected communities. Through assessment of past and current corporate practices of successful organizations, students gain practical insight on effective and non-effective strategies, in addition to related ethical considerations. Through application and reflection, students consider the role they can play in implementing change and growth without doing harm through unintended byproducts and outcomes, developing the ability to practice social responsibility as part of their daily work.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**MMBA 6690 - U.S. Healthcare Delivery System**

*(3 sem. cr.)*

Healthcare delivery is one of the largest industries in the United States. Students in this course are provided with the opportunity to gain thorough insight into the current structure and components of health services and delivery; they are also presented with an abbreviated history addressing the nature of population illness and disease. Students identify and describe components of the system, including patients, healthcare professionals, public and private third-party payers, regulators, reimbursement methods, and technology. They engage in activities and discussions focused on the continuum of services related to healthcare, such as hospitals and hospital systems, ambulatory care, and long-term care. Students also explore issues related to these services, such as wellness, prevention, and community and public health, for a comprehensive understanding of the system. Students contextualize their study through the examination of current factors and challenges as well as the impact these challenges have on delivery and management.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**MMBA 6692 - Financial Management**
Students in this course are introduced to the terminology, theory, concepts, and techniques used in the accounting and finance functions in healthcare organizations. They explore the important role of finance in healthcare organizations, in addition to the various techniques to develop, manage, and control finances. Using an applied approach to healthcare finance, students learn how to develop, apply, and interpret various financial tools, including budgets, sources of revenue/reimbursement by payer, income statements, balance sheets, dashboards, statements of cash flow, pro formas, return on investment analysis, financial ratios, capital budgeting, debt service and borrowing, depreciation, and cost allocation and cost accounting techniques. Students develop portions of a business/financial plan using these techniques and analyze the viability of their plan using accepted financial management tools.

**MMBA 6693 - Quality Assessment and Improvement**

(3 sem. cr.)
Healthcare organizations increasingly are concerned about providing high quality and safe services. Students in this course are introduced to the basis for quality and patient safety and provides an overview of healthcare quality, methods of assessing quality, and techniques for improving quality. They can learn key terminology and concepts, including defining quality care; measuring quality in terms of the structure-process-outcomes model; distinguishing between clinical and customer service quality; identifying techniques to avoid adverse clinical events; and exploring customer service quality in terms of defining, measuring, and improving patient satisfaction. Students also explore and discuss the roles of governmental agencies in promoting and reporting quality information regarding hospitals and other health organizations, accrediting bodies, and recent performance initiatives of government and private payers. They apply course concepts to current issues of improving clinical and service quality in healthcare organizations, with special consideration of the 5 Million Lives Campaign—a national effort initiated by the Institute for Healthcare Improvement designed to improve medical care in the United States.

**MMBA 6694 - Health Informatics and Technology**

(3 sem. cr.)
There is an increasing need for improvement in the quality of patient care and healthcare management practices, which organizations can now address through the use of information systems and information technology. Through the review of traditional and topical resources, students in this course learn how integrated, computer-based information systems can enable the assessment and documentation of costs and quality. They also learn how these systems can inform decisions that improve care, allow for better management of medical records, enhance supply inventory and management, and improve vendor contracting and management. Students engage in weekly discussions and assignments designed to provide practical applications of content, focusing on
electronic medical records and computerized physician order entry, linked information systems across episodes of care, integrated financial and clinical information systems, linkages among electronic information access systems, web-based systems for increasing consumer knowledge, confidentiality of information systems, organizational compliance, and data sets.

**MMBA 6695 - Health Policy and Economics**

(3 sem. cr.)
Managers in healthcare must possess the skills needed to assess economic principles and polices to make important decisions regarding healthcare and services. In this course, students examine the application of health policy and economic principles in regard to managerial decision making. They learn about the process for policy development and implementation, key stakeholders and interest groups involved in the health policy process, and how health policy changes over time within the United States. Students assess and discuss key policy initiatives related to cost, quality, and access. They also engage in assignments designed to advance their understanding of and ability to apply economic principles, such as supply, demand, and the determination of market price.

**MMBA 6700 - Introduction to Human Resource Management**

(4 sem. cr.)
Students are provided with a comprehensive overview of human resource (HR) management in this course. Students explore the role of HR managers as strategic partners who focus on the mission and goals of an organization. Within the strategic and legal framework, they examine the remaining areas of HR management functions, including workforce planning and employment; human resource development; total rewards of compensation, benefits, and rewards; risk management of health, safety, and well-being; and employee and labor relations. Students examine the use of technology as a tool in providing HR metrics to measure outcomes. They also work toward gaining the skills that enable them to develop important employment- and HR-related policies and procedures, responsibilities inherent in HR functions, programs, and activities.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**MMBA 6701 - Strategic Human Resource Management**

(4 sem. cr.)
In this course, students adopt a strategic view of human resource management programs in evaluating their alignment with organizational strategic goals for two real-world problems. Students explore such concepts as issues involved with mergers and acquisitions, global management of human resources, and high performance systems required to achieve competitive advantage.

**Prerequisites**
• MMBA 6700

MMBA 6710 - Applications in Corporate Finance

(4 sem. cr.)
Managers who understand the fundamental financial aspects of their company are able to make informed decisions and lead their organization through times of global expansion and economic volatility. Students in this course learn to employ the tools of finance that help managers maximize their firm’s value. Students engage in practical exercises on the value of money, net present value, internal rate of return, capital budgeting, capital structure, working capital management, multinational concepts, and dividend policy. They also share new ideas and perspectives with peers through discussions on a variety of topics, such as model construction, stock value, investment decisions, capital structure, and international operations.

MMBA 6711 - Advanced Corporate Finance

(4 sem. cr.)
While fundamental financial knowledge and management skills are requisite to the role of a business leader, managers must also know how to use existing financial models and formulas, which can aid their ability to make complex decisions. After a brief review of selected topics in finance, students in this course learn how to become operational and marketable in financial management. They gain practice making decisions that can benefit a company financially while using concepts of valuation, intense capital budgeting, cost of capital, risk, standard deviation, variance, covariance, Capital Asset Pricing Model (CAPM), and beta. They also have the opportunity to assess and discuss multinational concepts, leasing, option pricing, derivatives, hedging, and other advanced financial theories.
Prerequisites
• MMBA 6610

MMBA 6721 - International Marketing♦

(4 sem. cr.)
In consideration of the 21st-century shift to globalization, businesses often need to adopt a global vision and extend their services beyond domestic borders to gain and maintain a competitive advantage. In this course, students explore the cultural, ethical, political, legal, and financial aspects that drive marketing practices within a multinational framework. In addition, students learn to apply the tools of the marketing management process, such as those for international pricing, to the global environment. Students collaborate in teams to develop a comprehensive international marketing plan and work toward gaining the strategic decision-making skills that professionals use to compete in
the global marketplace.

Prerequisites

- MMBA 6620

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMBA 6730 - Strategies for Advancing Innovation and Technology**

(4 sem. cr.)

Major fluctuations in the economy often force managers to make important, timely decisions that harness existing resources within their organization, leading to new developments and strategic advantage. In this course, students address important management challenges that are typical in today's technology-based businesses. They learn ways to align business needs with technological solutions and identify new opportunities or applications for technology. Students have the opportunity to gain the requisite skills to manage processes that ensure technology solutions enhance an organization's competitive position.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMBA 6731 - Strategies for Implementing Innovation and Technology**

(4 sem. cr.)

In light of rapidly evolving technology, there are many factors involved in ensuring that businesses remain successful. Such factors involve understanding new technological capabilities and aligning them with the goals of a company and the needs of customers. Students in this course explore these factors and examine how managers make decisions to help ensure their company remains innovative and technologically adept. They examine the processes and tools involved in implementing new technologies and formulate solutions to overcome related challenges. In addition, students examine and discuss how technology solutions are affected when the context is global in scope.

Prerequisites

- MMBA 6630

**MMBA 6740 - Entrepreneurship and New Venture Creation**

(4 sem. cr.)

An important trend of which managers must be aware involves business organizations moving from a profit-only mentality to one in which they utilize their profits and other resources to enhance society. Students in this course explore entrepreneurial concepts and processes that apply to startup enterprises as well as those that are well-established with an innovative focus or entrepreneurial spirit. Students engage in coursework...
focused on market opportunity, risk management, change management, innovation, product development, financing and raising capital, intellectual property, and commercialization. They have the opportunity to apply these and related concepts to problems common in contemporary organizational contexts.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMBA 6741 - Building and Funding an Entrepreneurship Venture**

*(4 sem. cr.)*

In this course, students continue to build their entrepreneurial skills and knowledge by addressing problems drawn from real-world organizations. Students analyze how the organization contributes to society (local, national, or international), how entrepreneurship and commercial activities affect the environment, and how the potential of forming "glocalities" (a combination of individuals, business organizations, and political agencies) becomes more significant in the future in terms of working in unison to better society. Students also use case studies and other practical exercises to evaluate innovative funding sources and investigate the challenges involved in maintaining growth and sustainability.

**Prerequisites**
- MMBA 6640

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMBA 6750 - Foundations in Project Management**

*(4 sem. cr.)*

Students are introduced to the art and science of project management as applied to different types of project situations. They learn about the tools, techniques, and methodologies used to lead a project successfully throughout the project life cycle. They analyze the role of the project manager as an integral administrator overseeing the execution, progress, and interaction of all parties involved. They explore the function of the project management office (PMO), project organizations, team building, project selection, and portfolio management. Exploring context through real-world problems, students learn how managers employ the scope of work, work definition, scheduling, risk management, control, and closeout throughout the course of a project. In addition, students learn how project managers use request for proposals (RFPs), proposals, and contracts to define a project clearly and safeguard their company.

**Note:** There is a special technology requirement for this course, requiring the use of Microsoft Project. The software will be provided in trial form, but there is not a Mac version available in this software. Students in this course are required to use Microsoft Windows, XP, or Server 2003 or later. Since Mac users may experience difficulty using
the software, we recommend the following: (a) Mac users should be prepared to use a PC during this course, or (b) Mac users should purchase the appropriate software or hardware to be able to replicate the Windows environment on their Mac.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMBA 6751 - Project Management Skills for Managers

(4 sem. cr.)
As organizations continue to grow in scope and size, so do their projects, requiring individuals with a unique and diverse set of management skills who are able to see a product through from conception to distribution. In this course, students delve deeper into the realm of project management to assess its impact on the business environment in a domestic and global context. Students examine the "soft" skills of project management as the keys to improving its practice. In the context of real-world problems, they assess research and engage in practical simulations to determine best practices of project management in today's organizations.

Prerequisites
- MMBA 6650

Note: There is a special technology requirement for this course, requiring the use of Microsoft Project. The software will be provided in trial form, but there is not a Mac version available in this software. Students in this course are required to use Microsoft Windows XP, Server 2003, or later. Considering Mac users may experience difficulty using the software, we recommend the following: (a) Mac users should be prepared to use a PC during this course, or (b) Mac users should purchase the appropriate software or hardware to be able to replicate the Windows environment on their Mac.

MMBA 6760 - Leadership Practice and Application

(4 sem. cr.)
Responsible leaders in the 21st century must be open to new frameworks and perspectives, which can lend to effective leadership practices and decisions applicable to modern trends, such as globalization. In this course, students explore these ideas in the context of problems pulled from real organizations. They investigate many of the current theories and best practices to determine which may work best in a given situation. Students also examine how leadership practices impact the business environment from a global perspective. Through evaluation of course content and peer discussions, students have the opportunity to reflect on personal and shared experiences to assess and enhance their own leadership abilities.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
MMBA 6780 - Capstone: Becoming a World-Class Manager

(4 sem. cr.)
Students begin this course with an emphasis on reflective management practice in the global business environment. Students assess concepts and principles learned throughout their program from a variety of perspectives, including technological, operational, strategic, financial, and marketing. They explore contemporary management thinking and examine their own management style and experience. In the latter part of this course, students have the opportunity to complete their program-level project through the synthesis of their MBA experiences and to discover how their thinking and perspectives have changed as a result of knowledge gained.

MMBA 6782 - Financial Management Tools for Decision Making♦

(3 sem. cr.)
Effective business managers use a variety of financial management tools as they seek to evaluate alternatives and make sound decisions. In this course, students analyze these tools, including the breakeven and cost-volume-profit analysis for model pricing and cost sensitivity, forecasting and cost prediction, variance cost analysis, relevant cost analysis, project valuation and prioritization using payback, rates of return, and discounted cash flow methods. Students sharpen their diagnostic critical-thinking skills and learn to construct effective, ethical, fact-based arguments, which are among the fundamental capabilities required for managerial decision making. Using relevant management articles, case studies, and topic analyses, students also examine how to align business needs with fact-based solutions, how to identify new opportunities, and how to manage and enhance an organization's competitive position.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMBA 6783 - Managerial Accounting for Organizational Performance♦

(3 sem. cr.)
One of the primary functions of the accountant's role is preparing internal accounting information that can be used by management for effective decision making and organizational performance. Students can gain a practical perspective into this role through case study review and analysis of pricing and contribution margin analysis, cost management and allocation, activity-based costing and throughput accounting, and inventory management. Students assess performance measurements, including key performance indicators, balanced scorecard, and forecasting. They explore operating and capital budgeting and financial planning techniques and become familiar with quantitative models and approaches used in management accounting. Through this course, students learn about the different departments and operating divisions within an organization and how they work individually and collaboratively to handle accounting responsibilities.
Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMBA 6784 - Managing Operational and Financial Business Risks**

(3 sem. cr.)

Accountants and business managers must be astute and proactive in managing a business to combat the inevitable threat of operational and financial risks, including those involving credit, market, liquidity, reputation, technology, and legality. In this course, students assess the tools used by accountants and managers in managing these risks. They explore the various processes used to identify, analyze, and assess risks, and they learn the appropriate use of financial and operational controls to mitigate such risks. Additionally, students examine ways to implement techniques, such as developing a risk control matrix and using the concepts of the Committee of Sponsoring Organizations of the Treadway Commission (COSO) framework to improve an organization’s enterprise risk management.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMHA 5050 - U.S. Healthcare Delivery System**

(5 cr.)

Through this course, students are helped to understand the structure and components of health services and the health services delivery system in the United States. The components of the system, including patients, organizations, healthcare professionals, public and private third-party payers, regulators, reimbursement and reimbursement methods, and technology are identified and described, including the continuum of healthcare services such as hospitals and hospital systems, ambulatory care services, long-term care services, wellness/prevention services, and community/public health services. In addition, in the course, students are provided with an abbreviated history of health and health services in the United States and address the nature of population illness and disease. Contextual factors and challenges that are linked to the healthcare delivery system are addressed, and the impact of these challenges on the delivery of services and healthcare management are explored.

**MMHA 5050TL - Contemporary Topics in U.S. Healthcare Delivery [Tempo Learning®-Specific Course]**

(5 cr.)

Students in this course are provided with the opportunity to gain thorough insight into the current structure and components of health services and delivery. Students identify and describe components of the system, including patients, healthcare professionals, public and private third-party payers, regulators, reimbursement methods, and
technology. They engage in activities and discussions focused on the continuum of services related to healthcare, such as hospitals and hospital systems, ambulatory care, and long-term care. Students also explore issues related to these services, such as wellness, prevention, and community and public health, for a comprehensive understanding of the system. Students contextualize their study through the examination of current factors and challenges as well as the impact these challenges have on delivery and management.

Note: This version of MMHA 5050 is only available as part of specific competency-based Tempo Learning® programs.

**MMHA 5200 - Principles of Population Health in Healthcare Administration**

(5 cr.)
An increasing need exists for healthcare administrators to address population-wide health issues. Developing evidence-based health programs enables healthcare to be addressed on a preventive basis at the community or service area level. In this course, students utilize clinical data sets and combine this knowledge with public health data sets concerning socioeconomic and behavioral influencers of health. Students analyze these influencers to determine effective and appropriate services, programs, and solutions to benefit the population as a whole. They discover health issues facing special populations, respond to case studies, and create program plans to improve population disease outcomes.

**MMHA 5300 - Law, Ethics, and Policy in Healthcare Administration**

(5 cr.)
The rapidly evolving healthcare system presents the healthcare administrator with complex challenges and risks. Healthcare administrators must possess the skills needed to assess external and internal healthcare polices to influence organizational design and delivery of healthcare services. Students assess and discuss key policy initiatives from the diverse perspectives of policymakers, interest groups, and other stakeholders. Students focus on required knowledge of laws and regulations developed by policymakers that impact the healthcare organizations in their coursework, and they will review key laws that govern patient care delivery, employee relations, contracts, and fraud. Emphasis will be placed on legal and regulatory failure points that administrators must avoid in designing and implementing policies and practices within the healthcare organization. To help frame these concepts, students examine the ethical underpinnings and principles that healthcare organizations and administrators follow in the delivery of services to patients.

**MMHA 5500 - Human Resource Management and Organizational Development and Leadership for Healthcare Administrators**
Students in this course examine organizational behavior as well as the roles and responsibilities of management and leadership within healthcare organizations through the macro (organization-wide) and micro (individual and team performance) perspectives. Students also focus on understanding organizational values, mission, and vision; management and leadership principles to help manage change; and effective delivery of services in an increasingly global environment. They also learn and apply theories of organizational design, governance, and alternative organizational structures, and they consider the theory and practice of managing individuals and groups through motivation, communication, teamwork, leadership, organizational change, coalition building, negotiation, and conflict management and resolution. Through group assignments and personal assessments, students work toward developing self-awareness and effective management styles and strategies.

Prerequisites
BS in Healthcare Management
- HLTH 4000

MMHA 5900 - Healthcare Quality Management♦

Students in this course are introduced to the basis for quality and patient safety and are provided an overview of healthcare quality, methods of assessing quality, and techniques for improving quality. They can learn key terminology and concepts, including defining quality care; measuring quality in terms of the structure-process-outcomes model; distinguishing between clinical and customer service quality; identifying techniques to avoid adverse clinical events; and exploring customer service quality in terms of defining, measuring, and improving patient satisfaction. Students also explore and discuss the roles of governmental agencies in promoting and reporting quality information regarding hospitals and other health organizations, accrediting bodies, and recent performance initiatives of government and private payers. They apply course concepts to current issues of improving clinical and service quality in healthcare organizations, with special consideration of the 5 Million Lives Campaign—a national effort initiated by the Institute for Healthcare Improvement designed to improve medical care in the United States.

Prerequisites
BS in Healthcare Management
- HLTH 4000
All Other Programs
- None

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
In this course, students work toward increasing their knowledge of key contextual and environmental factors affecting the practice of healthcare administration, including the importance of culture, communication, and diversity. This course is an introduction for students to healthcare stakeholders in a variety of settings within the field of healthcare as well as key health and medical terms, including basic health, wellness, and disease information. They consider professional behaviors, such as setting goals and managing time, as well as the attitudes and motivation required for success as a healthcare manager. In addition, students work toward developing the competencies needed for success within an online environment as well as critical thinking, written, verbal, and interpersonal communication skills.

**MMHA 6015 - Foundations of Healthcare Administration**

In this course, students work toward increasing their knowledge of key contextual and environmental factors affecting the practice of healthcare administration, including the importance of culture, communication, and diversity. This course is an introduction for students to stakeholders in a variety of settings within the field of healthcare as well as key health and medical terms, including basic health, wellness, and disease information. They consider professional behaviors, such as setting goals and managing time, as well as the attitudes and motivation required for success as a healthcare manager. In addition, students begin building their portfolios, and they work toward developing the competencies needed for success within an online environment as well as critical-thinking, written, verbal, and interpersonal communication skills.

**MMHA 6030 - Socioecological Perspectives on Health**

In this course, students identify and discuss social and ecological perspectives of public health including individual, interpersonal, organizational, community, societal, and public policy factors. Students explore and apply the socioecological model (SEM) and other theoretical frameworks that aim to address current public health problems and reduce health disparities, morbidity, and mortality. Students demonstrate understanding of course concepts through peer discussion and through researching and describing a specific health issue in a community, discussing the contributing factors, and proposing an appropriate intervention.

**MMHA 6038 - Health Behavior Theory**

Students in this course are introduced to concepts necessary for promoting positive health-behavior change by examining the most commonly used theories and models in public health and health education and promotion. Coursework focuses on the
identification and application of theories and models for promoting and designing effective health behavior programs and interventions. Students explore individual, interpersonal, and community theories and modules to determine the most appropriate application.

Prerequisites
- MMHA 6999

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMHA 6050 - Contemporary Topics in the U.S. Healthcare Delivery System**

(5 cr.)
Students in this course assess the causes and consequences of historical events on health and medical care in the United States. They appraise the impact of barriers related to cost, quality, and access to health and medical care. Students analyze unique and complex aspects of subsystems and differentiate vertical and horizontal integrated health care delivery systems. They compare characteristics of health care and medical care in the United States with health care and medical care systems in other countries. Students also evaluate current and future issues, trends, and forces in health care and medical care reform.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMHA 6050TL - Contemporary Topics in U.S. Healthcare Delivery [Tempo Learning®-Specific Course]**

(5 cr.)
Students in this course are provided with the opportunity to gain thorough insight into the current structure and components of health services and delivery. Students identify and describe components of the system, including patients, healthcare professionals, public and private third-party payers, regulators, reimbursement methods, and technology. They engage in activities and discussions focused on the continuum of services related to healthcare, such as hospitals and hospital systems, ambulatory care, and long-term care. Students also explore issues related to these services, such as wellness, prevention, and community and public health, for a comprehensive understanding of the system. Students contextualize their study through the examination of current factors and challenges as well as the impact these challenges have on delivery and management.

Note: This version of MMHA 6050 is only available as part of specific competency-based Tempo Learning® programs.

**MMHA 6100 - U.S. Healthcare Delivery System**
Healthcare delivery is one of the largest industries in the United States. Students in this course are provided with the opportunity to gain thorough insight into the current structure and components of health services and delivery; they are also presented with an abbreviated history addressing the nature of population illness and disease. Students identify and describe components of the system, including patients, healthcare professionals, public and private third-party payers, regulators, reimbursement methods, and technology. They engage in activities and discussions focused on the continuum of services related to healthcare, such as hospitals and hospital systems, ambulatory care, and long-term care. Students also explore issues related to these services, such as wellness, prevention, and community and public health, for a comprehensive understanding of the system. Students contextualize their study through the examination of current factors and challenges as well as the impact these challenges have on delivery and management.

**MMHA 6111 - Leadership and Organizational Change**

(5 cr.)
Successful organizations in a rapidly changing and complex world require leaders who embrace change and are able to engage others in change. In this course, students use traditional literature, current articles, and interactive media to explore the qualities, characteristics, and skills of effective leaders as well as the theories, models, and relationships between leadership and organizational change. They assess the ethical issues and standards as well as the opportunities and challenges related to leading diverse organizations through change. Students also examine how current leaders employ leadership and organizational change to contribute to social change, and they consider how to use these lessons to make further positive changes within an organization or their own community.

**Prerequisites**
- MMHA 6999

**MMHA 6115 - Research Methods and Quantitative Analysis**

(3 sem. cr.)
Healthcare professionals often rely on research to make informed decisions on critical issues affecting programs, policy, and practice. In this course, students examine the logic underlying scientific research; study design; sampling; identification of variables; methods of data collection and analysis; concepts in measurement, including reliability and validity; program evaluation; and research ethics. They explore numeric methods for data description; the Donabedian model of program evaluation; data modeling and research; data mining; and information system assessment. Through statistics software exercises,
students learn basic research methods, strategies, and skills for presentation of research results; they also become familiar with statistical software used to support research. **Note:** There is a special technology requirement for this course for accessing required interactive tutorials. **PC:** Students using a PC platform must have a minimum of Windows 2000, Internet Explorer 6.0, and 1 GB of RAM. **Mac:** Students using a Mac platform must have a minimum of an Intel® Mac with OS X version 10.4.11, 1 GB of RAM, and Windows 2000. Mac users who do not already have Windows 2000 on their Macs must purchase one or two Mac add-ons from an outside vendor to access the interactive tutorials. For details on which add-ons to purchase and how to purchase them at discount pricing, please contact a member of Walden’s Customer Care Team at 1-800-925-3368 or 1-612-925-3368, option 2.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMHA 6135 - Health Policy and Economics**

(3 sem. cr.) Managers in healthcare must possess the skills needed to assess economic principles and policies to make important decisions regarding healthcare and services. In this course, students examine the application of health policy and economic principles in regard to managerial decision making. They learn about the process for policy development and implementation, key stakeholders and interest groups involved in the health policy process, and how health policy changes over time within the United States. Students assess and discuss key policy initiatives related to cost, quality, and access. They also engage in assignments designed to advance their understanding of and ability to apply economic principles, such as supply, demand, and the determination of market price.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMHA 6160 - Financial Management**

(3 sem. cr.) Students in this course are introduced to the terminology, theory, concepts, and techniques used in the accounting and finance functions in healthcare organizations. They explore the important role of finance in healthcare organizations, in addition to the various techniques to develop, manage, and control finances. Using an applied approach to healthcare finance, students learn how to develop, apply, and interpret various financial tools, including budgets, sources of revenue/reimbursement by payer, income statements, balance sheets, dashboards, statements of cash flow, pro formas, return on investment analysis, financial ratios, capital budgeting, debt service and borrowing, depreciation, and cost allocation and cost accounting techniques. Students develop portions of a business/financial plan using these techniques and analyze the viability of their plan using accepted financial management tools.
MMHA 6190 - Organizational Development and Leadership♦

(3 sem. cr.)
The structure of healthcare organizations is complex and unique, and the behaviors within these organizations often have a direct impact on their success. Students in this course examine organizational behavior as well as the roles and responsibilities of management within healthcare organizations through the macro (organization-wide) perspective and micro (individual and team performance) perspective. Students also focus on understanding organizational values, mission, and vision; management and leadership principles to help navigate change; and effective delivery of services in an increasingly global environment. Students also learn and apply theories of organizational design, governance, and alternative organizational structures, and they consider the theory and practice of managing individuals and groups through motivation, communication, teamwork, leadership, organizational change, coalition building, negotiation, and conflict management and resolution. Through group assignments and personal assessments, students work toward developing self-awareness and effective management styles and strategies.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMHA 6200 - Principles of Population Health in Healthcare Administration♦

(5 cr.)
An increasing need exists for healthcare administrators to address population-wide health issues. Developing evidence-based health programs enables healthcare to be addressed on a preventive basis at the community or service area level. In this course, students utilize clinical data sets and combine this knowledge with public health data sets concerning socioeconomic and behavioral influencers of health. Students analyze these influencers to determine effective and appropriate services, programs, and solutions to benefit the population as a whole. They discover health issues facing special populations, respond to case studies, and create program plans to improve population disease outcomes.

Prerequisites
- MMHA 6000

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMHA 6205 - Health Law and Ethics♦

(3 sem. cr.)
Students in this course receive with an overview of law, regulation, and court decisions that affect healthcare organizations, as well as ethical underpinnings and principles that
healthcare organizations follow in the delivery of services. Students explore and discuss a variety of topics, including key federal and state laws; regulatory oversight and licensing of facilities and practitioners; credentialing requirements and processes; scope of practice for practitioners; admission and discharge processes; privacy and confidentiality of patient information; patient protection, including advanced directives; organizational liability; conflict of interest legislation; antitrust law; contract law governing relationships with employed physicians and other providers; risk management; and organizational governance issues, among others. Using case studies and hypothetical situations, students assess management roles and key ethical principles and challenges underpinning healthcare organizations.

 região Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.);1-443-627-7222 (toll)] for more information.

**MMHA 6220 - Human Resource Management**

(3 sem. cr.)
The strength and success of healthcare organizations lie within their workforce. In this course, students address the role of human resources in healthcare organizations as well as the recruitment, retention, management, and development of these resources. Students gain an understanding of the key roles of human resource personnel in establishing goals and expectations regarding organizational performance as well as how individuals contribute to effective performance in terms of controlling costs, improving quality, and providing excellent customer service. They explore major federal and state legislation that influences human resources, key management functions within workforce planning and recruitment, and functions within workforce retention. Students devote specific attention to the administrative and strategic aspects of managing human resources, focusing on managing clinical and direct-care practitioners whose perspectives and expectations differ from those of management. Other topics that students explore and discuss include employment and contract labor law; job pricing and compensation strategies, including benefits and pay for performance; staffing models; labor relations; performance appraisals; turnover management; and strategies for ensuring employee engagement, motivation, and satisfaction.

 região Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.);1-443-627-7222 (toll)] for more information.

**MMHA 6235 - Operations Analysis**

(3 sem. cr.)
To improve performance outcomes, healthcare organizations often rely on operations management to identify sources of inefficiency, inefficacy, and problems in coordination and delivery of care. In this course, students examine the factors that affect performance outcomes within healthcare organizations; methods to monitor, adjust, and improve performance; and techniques and tools of quantitative analysis of operations and
decision support that assist in management of capacity issues, reengineering, staffing, scheduling, productivity, and supply chain. Other important concepts that students examine include understanding operational assessment; understanding patient care and related support-care processes through flowcharting of steps in the process; taking a systems perspective on the organization and delivery of services; identifying problems and improvement opportunities using analytical techniques; and monitoring performance data to identify trends and variation based on current operations and those resulting from changes and improvements.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMHA 6250 - Quality Assessment and Improvement♦**

(3 sem. cr.)
Healthcare organizations increasingly are concerned about providing high quality and safe services. Students in this course are introduced to the basis for quality and patient safety and provides an overview of healthcare quality, methods of assessing quality, and techniques for improving quality. They can learn key terminology and concepts, including defining quality care; measuring quality in terms of the structure-process-outcomes model; distinguishing between clinical and customer service quality; identifying techniques to avoid adverse clinical events; and exploring customer service quality in terms of defining, measuring, and improving patient satisfaction. Students also explore and discuss the roles of governmental agencies in promoting and reporting quality information regarding hospitals and other health organizations, accrediting bodies, and recent performance initiatives of government and private payers. They apply course concepts to current issues of improving clinical and service quality in healthcare organizations, with special consideration of the 5 Million Lives Campaign—a national effort initiated by the Institute for Healthcare Improvement designed to improve medical care in the United States.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMHA 6265 - Health Informatics and Technology♦**

(3 sem. cr.)
There is an increasing need for improvement in the quality of patient care and healthcare management practices, which organizations can now address through the use of information systems and information technology. Through the review of traditional and topical resources, students in this course learn how integrated, computer-based information systems can enable the assessment and documentation of costs and quality. They also learn how these systems can inform decisions that improve care, allow for better management of medical records, enhance supply inventory and management, and improve vendor contracting and management. Students engage in weekly discussions
and assignments designed to provide practical applications of content, focusing on electronic medical records and computerized physician order entry, linked information systems across episodes of care, integrated financial and clinical information systems, linkages among electronic information access systems, web-based systems for increasing consumer knowledge, confidentiality of information systems, organizational compliance, and data sets.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMHA 6280 - Strategic Planning and Implementation**

(3 sem. cr.)

Strategic planning, including aligning key activities with an organization’s mission and vision, often leads to a strong competitive position. Through this course, students gain an understanding of the importance and process of formulating, implementing, and evaluating a strategic plan. They examine the role of strategic planning in achieving organizational performance as well as the notion of planning as a cyclical process within the healthcare organization. Students also explore key concepts in strategic planning, including identifying the relationship of the plan to the organization’s mission, values, and vision; assessing the competition; identifying external influences and resources; forecasting trends in organizational performance; setting goals; selecting strategies; implementing marketing actions; identifying implications of the strategic plan on organizational finances and human resources; and evaluating the plan’s progress. Students apply course concepts, including strengths, weaknesses, opportunities, and threats (SWOT) analysis, as they research and develop components of a strategic plan for a specific healthcare organization.

**MMHA 6300 - Law, Ethics, and Policy in Healthcare Administration**

(5 cr.)

The rapidly evolving healthcare system presents the healthcare administrator with complex challenges and risks. Healthcare administrators must possess the skills needed to assess external and internal healthcare policies to influence organizational design and delivery of healthcare services. Students assess and discuss key policy initiatives from the diverse perspectives of policymakers, interest groups, and other stakeholders. In their coursework, students focus on required knowledge of laws and regulations developed by policymakers that impact the healthcare organizations, and students will review key laws that govern patient care delivery, employee relations, contracts, and fraud. Emphasis will be placed on legal and regulatory failure points that administrators must avoid in designing and implementing policies and practices within the healthcare organization. To help frame these concepts, students examine the ethical underpinnings and principles that healthcare organizations and administrators follow in the delivery of services to patients.

**Prerequisites**
• MMHA 6000

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMHA 6392 - The Language of Leadership

(5 cr.)
In today’s complex environment, leaders engaged in shaping public policy must know how to use the emotional as well as the intellectual power of language to motivate, inspire, and competently manage their organizations. In this course, students examine techniques, such as effective communication, used in dynamic leadership that affect conscious and unconscious influences on human behavior. Through discussions, group assignments, and individual projects, students apply theoretical and practical course content to demonstrate the necessary components for making effective human connections. Students also learn why stories, symbols, and metaphors are essential elements in the language of leadership.
Prerequisites
• MMHA 6999

MMHA 6400 - Healthcare Financial Management and Economics

(5 cr.)
In this course, students gain knowledge of economics principles such as cost, quality, and access as it relates to the healthcare world. The principles of healthcare financial management including accounting and finance are vitally important to the viability and ongoing operations of a healthcare business. Students have the opportunity to interpret and analyze the financial statements of a business, use and analyze financial ratios, utilize variance analysis, understand and implement operating and capital budgeting, and develop knowledge of the business planning process. Students create portions of a business/financial plan using these techniques and analyze the viability of their plan using accepted financial management tools.
Prerequisites
• MMHA 6200
• MMHA 6300

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMHA 6451 - Public Policy Analysis

(5 cr.)
Government officials, research programs, and NGOs are increasingly expected to make
better and more transparent use of evidence in producing viable policy options within highly complex policy environments that are heavily influenced by power and politics. Public policy analysis has been described as the art and craft of speaking truth to power (Wildavsky, 1987) in seeking ways to promote positive social change in these complex environments. Policy analysis within this context requires several distinct skill sets: an understanding of the policy context, technical knowledge and analytical tools to identify and apply evidence ethically and with professional judgment, an appreciation and engagement of the concerns and contributions of diverse stakeholders, and the ability to develop and communicate practical policy advice.

This course is framed around Bardach and Patashnik's eightfold path, which lays out a series of iterative, not necessarily sequential, steps to follow when analyzing a policy issue and uses design thinking to guide the process. Students examine key concepts of public policy analysis through evidence-based research to locate issues in relation to theory and current trends. This course provides project-based opportunities to practice and gain the skills and knowledge to use evidence to shape policy more effectively.

**Prerequisites**
- MMPA 6116 or HUMN 8000 or HUMN 6000 or HUMN 8001 or SOCW 8002 or SOCW 8002W or MMHA 6000 or MMHA 6000A or HLTH 8003A or HLTH 8003 or HLTH 8003E or HLTH 8003B or NURS 8003

**MMHA 6452 - Board Governance and Volunteer Management**

(5 cr.)
The success of nonprofit organizations (NPOs) is largely dependent on the effective management of program volunteers and board members—individuals who often serve as the lifeblood of NPOs. Students in this course explore the volunteer management process, including volunteer recruitment, orientation, training, supervision, and evaluation. They focus on methods that organizations use to create and maintain an effective Board of Directors to ensure that the board governs and guides the organization toward their mission. Students design a board development or volunteer management plan based on processes presented in the course and fundamental concepts acquired earlier in the program.

**Prerequisites**
- MMHA 6999

**MMHA 6475 - Program Planning, Implementation, and Evaluation**

(5 cr.)
Students in this course promote competency in strategic planning; program planning; and design, implementation, and evaluation. They receive an overview of public health program planning and development, as well as needs and assets assessment.
Students focus on the methods required to develop a strategic plan, linking it to implementing programs and evaluating their efficacy. Students discuss the administration and coordination of public health program interventions and activities, and they explore the variety of methods used to facilitate public health research (quantitative, qualitative, and/or mixed-methods) in practice settings.

Prerequisites

- MMHA 6999

**MMHA 6500 - Human Resource Management and Organizational Development and Leadership for Healthcare Administrators**

(5 cr.)

Students in this course examine organizational behavior as well as the roles and responsibilities of management and leadership within healthcare organizations through the macro (organization-wide) and micro (individual and team performance) perspectives. Students also focus on understanding organizational values, mission, and vision; management and leadership principles to help manage change; and effective delivery of services in an increasingly global environment. They also learn and apply theories of organizational design, governance, and alternative organizational structures, and they consider the theory and practice of managing individuals and groups through motivation, communication, teamwork, leadership, organizational change, coalition building, negotiation, and conflict management and resolution. Through group assignments and personal assessments, students work toward developing self-awareness and effective management styles and strategies.

Prerequisites

- MMHA 6200
- MMHA 6300

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**MMHA 6510 - Essentials of the U.S. Healthcare Delivery System and Population Health**

(5 cr.)

Students in this course will analyze health and the healthcare systems from a population health perspective. Emphasis includes the role of health education and health administration, workforce, public health foundations, and technological developments in improving health from local, national, and global perspectives. Various approaches used historically to improve population health and health equity in the United States will be explored. Current and emerging U.S. health transformation efforts, including steps to reduce cost and improve prevention strategies, and quality of care will be considered. Students will also consider the provider, payment, and public health perspectives in
improving health outcomes and explore various perspectives and trends such as international settings and lessons currently being taken from these settings and developments in the use of technology. Investigation and analysis of the coordination among various stakeholders who play a role in prevention, health, and healthcare systems will be addressed.

**MMHA 6520 - Health Informatics and Population Health Analytics**

(5 cr.)
Students in this course explore health informatics strategies to enhance and promote population health initiatives, new forms of data to be used to measure healthcare delivery, and improve patient outcomes. In this introductory course, participants explore the value propositions for population health clinical integration and the role of analytics, big data, and predictive medicine in supporting a data-driven population health-driven healthcare system.

**Prerequisites**
- MMHA 6200
- MMHA 6999

**MMHA 6530 - Disease Prevention and Care Management**

(5 cr.)
Students in this course explore evidence-based population health programs and how they assist in addressing and promoting best practices in disease and preventive care management. In this course, students will learn how population health interventions teach individuals and populations how to manage chronic diseases and take responsibility for understanding how to best care for themselves. Students will also explore health administrator and health educator leadership strategies and interventions to manage and prevent chronic disease.

**Prerequisites**
- MMHA 6200
- MMHA 6999

**MMHA 6540 - Population Health Management Applications**

(5 cr.)
Students in this course will apply the skills needed to manage population health programs and initiatives to enhance the health of a defined population. Students focus on health behaviors, public and business influences, health policy, economic forces, and other related healthcare system issues in health promotion and disease prevention.

**Prerequisites**
- MMHA 6200
MMHA 6999

MMHA 6550 - Practicum

(3 sem. cr.)
Students in the practicum have the opportunity to apply and integrate the knowledge and skills acquired throughout the MHA program and to further develop key professional competencies. Students engage in a field experience in a select public health setting, which they align to their academic and professional goals. Supervision by an on-site preceptor is a critical component of the practicum. The on-site supervisor and the course instructor monitor and evaluate students’ performance throughout the entire practicum experience. Students are required to complete 120 hours of practicum work. They must also participate in an accompanying online course and begin to develop an ePortfolio based on assigned professional development activities.

MMHA 6560 - Capstone

(3 sem. cr.)
This capstone course is the continuation of the practicum. The capstone experience is an opportunity for students to demonstrate their mastery of principles, concepts, and content presented throughout the program and through their practicum field experience. In this course, students complete their ePortfolio based on their field experience, and they develop a substantive written paper or project. Students also engage in group discussions during which they consider career development plans, reflect on the promotion of social change, and exchange feedback on final portfolio work and lessons learned.

MMHA 6600 - Healthcare Informatics and Technology Management♦

(5 cr.)
Students in this course have the opportunity to learn how sustainable health information technologies and applications inform organizational strategies and transformation in the healthcare environment. They can also learn how these complex systems help organizational decision makers to improve patient care outcomes and organizational behaviors. Topics include evolving technologies such as data analytics, eHealth, and social media; using technology applications to manage population health; and personalized medicine. Students are challenged by scenario-based discussions that analyze best information technology practices across multiple industries.
Prerequisites
- MMHA 6400
- MMHA 6500

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a
MMHA 6699 - Strategic Planning in Healthcare Administration

(5 cr.)
Through this course, students gain an understanding of the importance and process of formulating, implementing, and evaluating a strategic plan. They examine the role of strategic planning in achieving organizational performance as well as the notion of planning as a cyclical process within the healthcare organization. Students also explore key concepts in strategic planning, including identifying the relationship of the plan to the organization’s mission, values, and vision; assessing the competition; identifying external influences and resources; forecasting trends in organizational performance; setting goals; selecting strategies; implementing marketing actions; identifying implications of the strategic plan on organizational finances and human resources; and evaluating the plan’s progress. Students apply course concepts, including strengths, weaknesses, opportunities, and threats (SWOT) analysis, as they research and develop components of a strategic plan for a specific healthcare organization.

MMHA 6700 - Healthcare Operations Management♦

(5 cr.)
In this course, students examine the factors that affect performance outcomes within healthcare organizations; methods to monitor, adjust, and improve performance; and techniques and tools of quantitative analysis of operations and decision support that assist in management of capacity issues, reengineering, staffing, scheduling, productivity, and supply chain. Other important concepts that students examine include understanding operational assessment; understanding patient care and related support-care processes through creating flowcharts of steps in the process; taking a systems perspective on the organization and delivery of services; identifying problems and improvement opportunities using analytical techniques; and monitoring performance data to identify trends and variation based on current operations and those resulting from changes and improvements.

Prerequisites
- MMHA 6400
- MMHA 6500

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMHA 6800 - Marketing Management and Business Communication for Healthcare Administrators♦
Students in this course apply principles, theories, and relevant contemporary concepts of healthcare marketing. They evaluate the effectiveness of healthcare marketing tools, such as advertisement campaigns and social media, develop data collection tools for marketing research, and create a marketing plan for a healthcare organization. The interrelationship of a healthcare organization’s strategic plan, business plan, marketing plan, and healthcare consumerism is analyzed. Students will apply best practices of business communications as they practice effective oral and written business communication skills.

**Prerequisites**

- MMHA 6600
- MMHA 6700

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**MMHA 6880 - Social Entrepreneurship and Innovation: A Global Perspective**

(5 cr.)

Social entrepreneurs are gaining international attention motivated by the desire for change and to see the world as it can be, not as it is. Students in the course will learn how social entrepreneurs have developed creative solutions to address social problems. The intention of the course is to develop knowledge, appreciate of the role of social entrepreneurs who create social change, deepen students' understanding of the world around them, and to inspire them to use their skills and knowledge to be, as Gandhi said, "the change you wish to see in the world."

Students in this course will gain knowledge about social entrepreneurs and how they are creating solutions to address societal problems, learn how to develop creative solutions to address social problems, and empower students to see social entrepreneurship as a force for social change. The course is designed for those who want to gain valuable tools to prepare them to make an impact on the lives of others. This course will be housed in the School of Public Policy and Administration for future upgrades and course maintenance.

**Prerequisites**

- MMHA 6999

**MMHA 6881 - Grant Writing**

(5 cr.)

Grant writing is a highly marketable skill that requires many nonprofit, educational, and community organizations to secure external funding in order to provide needed services to the community. In this course, students will explore the basic skills needed for grant
writing including identifying potential funding sources, creating objectives and a needs statement, preparing and justifying a budget, identifying appropriate assessment plans, and writing an executive summary. Course assignments will allow students to directly apply what they are reading and discussing by writing a full grant proposal based on an actual Request for Proposal (RFP).

Prerequisites

- MMHA 6999

**MMHA 6882 - Improving Healthcare Performance Through Social Entrepreneurship**

(5 cr.)

Social entrepreneurship is a dynamic approach to problem solving that individuals, entrepreneurs, or scholar-practitioners can use to address societal needs and problems related to healthcare. In this course, students select a healthcare issue and develop an entrepreneurial project to address it. Students will define beneficiaries and stakeholders and develop tactics to identify and address opponents, allies, and the ambivalent. Students will test, evaluate, and identify both opportunities and potential weaknesses of their proposed entrepreneurial solutions. By the end of the course, students will have experienced the process of developing concept statements supported by research, articulating business propositions, defining the market and competition, and addressing the sociopolitical landscape. Finally, students will evaluate the feasibility of their proposed entrepreneurial healthcare solutions.

Prerequisites

- MMHA 6999

**MMHA 6900 - Healthcare Quality Management**

(5 cr.)

Students in this course are introduced to the basis for quality and patient safety and are provided an overview of healthcare quality, methods of assessing quality, and techniques for improving quality. They can learn key terminology and concepts, including defining quality care; measuring quality in terms of the structure-process-outcomes model; distinguishing between clinical and customer service quality; identifying techniques to avoid adverse clinical events; and exploring customer service quality in terms of defining, measuring, and improving patient satisfaction. Students also explore and discuss the roles of governmental agencies in promoting and reporting quality information regarding hospitals and other health organizations, accrediting bodies, and recent performance initiatives of government and private payers. They apply course concepts to current issues of improving clinical and service quality in healthcare organizations, with special consideration of the 5 Million Lives Campaign—a national effort initiated by the Institute
for Healthcare Improvement designed to improve medical care in the United States.

Prerequisites
- MMHA 6600
- MMHA 6700

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMHA 6999 - Strategic Planning in Healthcare Administration

(5 cr.)
Throughout this course, students review and apply the phases of strategic planning, integrating the principles and practices presented throughout the Master of Healthcare Administration program. They examine the role of strategic planning in achieving organizational performance excellence, as well as the notion of planning as a cyclical process within the healthcare organization. Students submit a comprehensive strategic plan and recommend courses of action that help healthcare organizations address their strategic and tactical needs and the needs of their communities.

Prerequisites
- MMHA 6400
- MMHA 6900

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMPA 5200 - Principles of Public Administration

(5 cr.)
Public administrators work to increase the efficacy of public organizations on a local, regional, national, and international level. In this course, students actively collaborate on a team final project that facilitates their use of real-world tools, technologies, and communication formats needed in the profession of public administration. They engage in hands-on practice to enhance their aptitude in professional skills (e.g., research, critical reasoning, creative and flexible problem-solving, technology, responsible leadership, intercultural awareness, negotiation/conflict resolution, and collaboration). They explore the diverse political, social, and economic contexts within which public administrators carry out their responsibilities. Spring boarding from the American democratic model, students examine emerging topics and trends in global public administration, including governance, fiscal issues, ethics, and positive social change. They also examine the history, foundations, and theories of public administration as well as public policy and organizational environments.

Prerequisites
- HMNT 1001
MMPA 5405 - Ethics and Social Justice

(5 cr.)
Ethics is a fundamental element of leadership. In this course, students consider some of the leading philosophical bases of ethics as well as foundational social justice themes upon which public service rests. The course uses seminal texts and case studies to illuminate the tasks leaders face as they seek to serve diverse constituents. Students confront the challenge of ethical decision making and moral action in a world characterized (among other things) by economic disparity, power imbalances, social privilege, and division due to race and/or religion. Applying concepts presented in the course, students engage in an in-depth assessment of emerging or persistent ethical and social justice issues, with the objective of demonstrating an ability to make recommendations which lead to positive social change.

MMPA 5420 - Organizational Management and Leadership

(5 cr.)
Public and nonprofit leaders require a deep understanding of their roles as leaders and managers of diverse and complex organizations. Students in this course examine the distinction between leadership and management, organizational culture, change management, systems theories, and organizational development from theoretical and applied perspectives. Students apply principles to public, private, and nonprofit organizational settings.

MMPA 5431 - Finance and Budgeting for the Public Sector

(5 cr.)
Sound financial practices are crucial to managing scarce funds in both public and nonprofit operations. Students in this course examine finance and budgeting concepts, policies, and practices related to organizations as well as the fiscal climate within which they operate. They assess theories for motivating major fiscal-policy debates, and they explore and discuss auditing practices, tax systems, financial management, budgetary reform, financial technology systems, the use of dashboards for financial reporting, and the impact of globalization on finance and budget. Students read and analyze budgets, financial statements, and reports. They contextualize their learning as they apply knowledge gained from their analysis to develop a new budget and financial plan for either a public or private organization.

MMPA 5435 - Human Resource Management: Building a Capable Workforce

(5 cr.)
The acquisition, development, and retention of talent are critical elements in the success
of any organization. In this course, students examine theories, approaches, and systems related to hiring, managing, training, and retaining employees in government and nonprofit organizations. Through the use of case studies, students explore topics that include legal and ethical considerations, diversity, performance management, the establishment and implementation of policy, technology, and conflict management. Students apply principles and concepts learned in this course to real-world situations encountered in public, private, and nonprofit organizations.

**MMPA 5451 - Public Policy Analysis**

(5 cr.)

Contemporary public administrators work in a dynamic, partisan environment with unprecedented access to public policy data—conditions leading to extraordinary opportunities and, often times, severe constraints. Students in this course thoroughly examine key stakeholders involved in the public policy process and devote special attention to their function, impact, and constraint on policy development. In addition, students explore professional ethics related to the role of the policy analyst and consider the significant social outcomes of public policy. They examine the theories and strategies used by policy makers and policy analysts to develop, implement, execute, evaluate, and promulgate public policy. They also assess the impact and consequences of public policy and evaluate it though a social justice framework. Using critical-thinking and communication skills, students craft a policy memorandum regarding a current public policy problem, for which they consider and evaluate competing policy alternatives.

**MMPA 5480 - Applied Research and Evaluation Methods**

(5 cr.)

Organizational credibility, community trust, and fundraising are increasingly dependent upon demonstration of program effectiveness and success. Students in this course are introduced to research and evaluation methods in the public and nonprofit sectors to learn ways to measure and assess a program’s effectiveness and potential success as well as to address problems or issues in the field. Students examine the strengths, limitations, and threats to validity; models, quantitative metrics, and tools used to evaluate programs and policies; and legal and ethical issues associated with research and evaluation methods. Using these parameters and other concepts presented in the course, students critically evaluate sample research, consider ways to communicate results to an intended audience, and reflect on trends and challenges that could affect future program evaluation.

**MMPA 6101 - Critical Issues in Emergency Management**

(5 cr.)

Students in this course examine the theories and concepts underpinning contemporary emergency management and how to understand the phenomena of natural and human-
caused disasters. Students examine the historical context of emergency management, the general process of risk assessment, the emergency management cycle, communications within emergency management and crisis planning, and the general policy and legal framework surrounding the process of emergency management in the United States with a focus on the National Incident Management System (NIMS). Case studies of major catastrophes are used to explore contemporary and practical hazard management. Students can complete the FEMA Emergency Management Institute courses IS-100.b - Introduction to Incident Command System and either IS-800.b - National Response Framework: An Introduction or IS700.a - National Incident Management System as part of this course. Nationally recognized certificates are awarded for successful completion of FEMA courses.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMPA 6115 - Foundations for Graduate Study

(3 cr.)
To promote strategies for academic success, course instructors explain the requirements for successful participation in an online curriculum and the rules of academic integrity. They help students explore the resources available at the Walden University Library, the Writing Center, and other Walden services. By gaining practice in scholarly writing and critical thinking through course discussions and assignments, students have the opportunity to relate Walden's mission and vision to their professional goals and build a foundation for future success as scholar-practitioners.

MMPA 6116 - Foundations of Graduate Study

(3 cr.)
This course introduces students to graduate-level expectations and protocols for scholarly research and academic writing. Reflecting Walden's mission and vision of promoting positive social change, this course helps students build a foundation for success as scholar-practitioners and social change agents. Course assignments focus upon students' professional goals, strategies for online student success, research skills, and academic integrity. Assignments are designed to build critical thinking skills and provide opportunities to apply academic lessons to real-world practice. Students are encouraged to take advantage of Walden's wealth of student support systems, especially the Walden Library and the Writing Center.

MMPA 6137 - The Nature of Crime and Criminology

(5 cr.)
Students in this course are introduced to contemporary views and theories of maladaptive and criminal behavior. They examine a broad conceptualization of criminal behavior from an interdisciplinary perspective as well as theories and application of
criminal profiling. Students also explore specific views of criminal behavior germane to
groups, such as psychopaths, serial offenders, and sexually violent predators. At the end
of this course, students will have an understanding of the theories and practices that are
the foundations of the field of criminology.

Students may take this as a non-degree course, which means they do not have to be enrolled in a
program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more
information.

MMPA 6200 - Principles of Public Administration♦

(5 cr.)
Public administrators work to increase the efficacy of public organizations on a local,
regional, national, and international level. In this course, students actively collaborate on
a team final project that facilitates their use of real-world tools, technologies, and
communication formats needed in the profession of public administration. They engage
in hands-on practice to enhance their aptitude in professional skills (e.g., research,
critical reasoning, creative and flexible problem-solving, technology, responsible
leadership, intercultural awareness, negotiation/conflict resolution, and collaboration).
They explore the diverse political, social, and economic contexts within which public
administrators carry out their responsibilities. Spring boarding from the American
democratic model, students examine emerging topics and trends in global public
administration, including governance, fiscal issues, ethics, and positive social change.
They also examine the history, foundations, and theories of public administration as well
as public policy and organizational environments.
Prerequisites
  • MMPA 6116

Students may take this as a non-degree course, which means they do not have to be enrolled in a
program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more
information.

MMPA 6201 - Risk Assessment, Preparedness, and Disaster Mitigation♦

(5 cr.)
Risk assessment and mitigation are key components to effective emergency management
and all-hazard planning and response. Students in this course focus on the methods and
techniques required to assess an organization or government's risk associated with the
protection of human life and capital assets. They study ways to evaluate the social
vulnerabilities to disaster and the special needs of at-risk populations, and they explore
methods to reduce vulnerabilities and build capacity through structural and
nonstructural mitigation. Additionally, students complete the FEMA Emergency
Management Institute course IS-393.a: Introduction to Hazard Mitigation as part of this
course.

Students may take this as a non-degree course, which means they do not have to be enrolled in a
program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more
information.
MMPA 6215 - Controversies in Criminal Justice♦

(5 cr.)
Justice is at the heart of the U.S. democratic system, yet opposing viewpoints surrounding and within the system often muddle interpretations of the law and the development of policies to promote and enforce justice. In this course, students examine events that have significantly changed how the legal system interprets the U.S. Constitution, the U.S. Code, and the U.S. Patriot Act, for example, the terrorist acts of September 11, 2001. They learn how social and historical changes have shifted perspectives and sparked debates on expanding the rights of government versus safeguarding personal civil rights and civil liberties. Through discussion with peers, assessment of contemporary articles, and examination of Supreme Court cases, students have the opportunity to reflect on and potentially broaden their own opinions and perspectives on current criminal justice affairs in regard to issues of law enforcement, public perception, policy development, and ethics.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMPA 6217 - Technological Solutions and 21st-Century Crime♦

(5 cr.)
In consideration of modern technological innovation and the spread of knowledge through digital means, the relationship between technology and criminal activity is increasing. In this course, students explore this relationship and gain a comprehensive view of cyber crime, including current trends. They learn how law enforcement agencies use technology to track and apprehend criminals. Through real-world scenarios, students examine legal responses to cyber crime and learn different approaches and techniques for solving cyber crimes and handling related challenges. Students also have the opportunity to gain a comprehensive understanding of building cases and prosecuting crimes through practical exercises in identification, data mining, and the protection and gathering of evidence.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMPA 6301 - Disaster Response and Recovery♦

(5 cr.)
A major concern of disaster response professionals is meeting basic and humanitarian needs of disaster-affected populations. In this course, students explore a range of issues, including evacuation, relocation, and tactical and strategic decisions in the immediate aftermath of an emergency episode. Students study important federal policies related to disaster response and recovery, including the National Response Framework (NRF), and they can gain an understanding of how local, state, and federal policies mesh in response
and recovery efforts. Through their exploration, they study how recovery begins once the immediate threat of the emergency wanes and the focus shifts to restoring disaster-affected areas. As part of this course, students complete the FEMA Emergency Management Institute course IS208.a: State Disaster Management.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMPA 6320 - Public Policy Implications of Terrorism Legislation and Policies

(5 cr.)
Students in this course are provided with the opportunity to develop a broad perspective on the history of the U.S. Patriot Act, terrorist legislation and immigration laws, and their policy implications on law enforcement, governmental entities, organizations, and individuals. Students gain a foundation to build the skills that public administrators and public policy analysts use to draft and implement public policy and enforce and/or respond to potential terrorist threats while simultaneously upholding and protecting constitutional freedoms. Students examine topics through a wide variety of resources, including contemporary texts, websites, case studies, and material representing international, national, and local governments and organizations. They critically review and analyze the U.S. Patriot Act and similar terrorist legislation and policies, and they participate in discussions about these laws and their implications on U.S. constitutional freedoms.

MMPA 6321 - Terrorism: A Systemic Approach for Emergency Preparedness

(4 cr.)
Terrorism continues to be a constant threat to the American public, facilitating the need for accurate information, organized resources, and established approaches to respond to emergencies and keep the public informed. Students in this course examine terrorism and related public policy on a local, national, and international level. They also assess the need and function of systemic approaches for emergency preparedness. Students explore and discuss topical issues, such as terrorism and public health, bioterrorism, biosecurity, cyber terrorism, risk assessment, implications for public health, and components of a systemic preparedness infrastructure. Using analytic skills and tools, students assess recommendations that policy makers use in decisions to prevent or respond to terrorism. They also gain hands-on experience initiating the development and/or analysis of a terrorism-preparedness infrastructure.

MMPA 6333 - Holding Up the Mirror: Understanding Different Cultures and Increasing Global Consciousness

(5 cr.)
Professionals in all areas of public policy and administration work with individuals and organizations of different cultures on a daily basis; therefore, global consciousness is vital
to effective communication and interaction in the field. In this course, students explore and analyze the cultural values and styles of communication, reasoning, and leadership unique to their home culture. Students apply these concepts to better understand the people, values, and policies of other cultures. They also identify and become familiar with challenges that American nonprofit organizations face as they work internationally or cross-culturally within the United States.

**Prerequisites**
- A course or direct experience in nonprofit management is strongly advised.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMPA 6334 - Crossing Borders: U.S. and International NGO Cultures and Environments♦**

(5 cr.)
In this course, students study in depth the cultures, structures, and activities of NGOs in select countries and compare their activities, organizational cultures, structures, and working environments with nonprofits in the United States.

**Prerequisites**
- A course or direct experience in nonprofit management is strongly advised.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMPA 6335 - Placing NGOs in the Global Context♦**

(5 cr.)
Students in this course acquire knowledge and understanding about the geopolitical and economic contexts in which international, nongovernmental (NGO), and voluntary agencies function in other countries. Students analyze the historical, political, social, and cultural contexts in which NGOs work and the implications these contexts have on the work of local and international NGOs. Students identify strategies that make the international and cross-cultural efforts of NGOs successful.

**Prerequisites**
- A course or direct experience in nonprofit management is strongly encouraged.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMPA 6346 - Terrorism: A Systemic Approach for Emergency Preparedness♦**

(5 cr.)
Students in this course receive an overview of terrorism—local, national, and
international—and the need to develop a systemic approach for emergency preparedness. Topics include, but are not limited to, terrorism overview, terrorism and public health, bioterrorism, biosecurity, cyber terrorism, risk assessment, implications for public health, and components of a systemic preparedness infrastructure. Course participants begin the development and/or analysis of a terrorism preparedness infrastructure and participate in online discussions.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMPA 6347 - Critical Incident Planning and Leadership

(5 cr.)
Students in this course examine the principles of emergency planning, selection of leaders, specialized planning (e.g., schools, tourism), mutual aid, and leadership theories. They receive a basic foundation for public administrators to develop a critical incident plan and also understand leadership theories. Course participants critically analyze case studies, identifying weaknesses and potential solutions.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMPA 6380 - Policy and Politics in American Political Institutions

(5 cr.)
Students in this course are introduced to the crafts of policymaking and policy analysis in the U.S. democratic system. Students examine the tasks involved in the policy process, including setting agendas, using policy analysis tools, managing the political process, implementing policy, and providing evaluations and feedback. Through this analysis, students work toward developing skills to conduct policy and economic analyses as well as to determine the political feasibility of proposed policies. They learn about regulation as a policy choice. They also work toward enhancing their ability to develop alternatives and to assess strategies proposed to achieve certain policy objectives. Students engage in scholarly writing assignments and discussions on policy areas of interest, such as communications, immigration, transportation, housing, labor, arts, and environmental policies.

MMPA 6381 - Public Policy and Evaluation

(5 cr.)
There are a variety of tools available to policymakers and policy analysts to evaluate the impact of social programs. In this course, students examine these tools and work toward gaining the skills needed to develop plans for evaluation and to assess social programs effectively. Students engage in discussions and assignments designed to provide practical application of content on a variety of topics, such as selecting programs.
to evaluate, crafting program descriptions, identifying stakeholders and their interests, developing logic models, framing evaluation questions, applying utilization-focused evaluation techniques, using quantitative and qualitative tools to complete formative and summative evaluations, and providing evaluation reports and feedback to decision makers. Using concepts presented in the course, students gain hands-on experience developing an evaluation design for a social program.

**MMPA 6382 - Public Policy and Finance**

(5 cr.)

Public policymakers often rely on microeconomic and macroeconomic models to formulate new policies and re-evaluate existing polices. In this course, students examine the use of such models in the public policy setting and assess how public finance influences policy choices as well as implementation alternatives. Through weekly, analytical writing assignments and peer discussions, students explore tax policies and tax incentive models; budgeting, public/private models; market influences on policy; the impact of government expenditures on income redistribution; and economic considerations of welfare; food stamps, workers’ compensation, Social Security, and outsourcing of public programs. Synthesizing course content and applying critical-thinking skills, students assess a local government jurisdiction, examine the decisions of policy makers, and recommend improvements based on economic models.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**MMPA 6390 - Strategic Context of Public Management and Leadership**

(5 cr.)

Students in this course engage in a collaborative study of the changing strategic context of public administration. Students apply a systems perspective to construct a public enterprise “mental” model of a public organization to understand the strategic context for practical action and the stakeholder relations involved. Students demonstrate their knowledge of the interrelated flows of money, knowledge, and influence, as they weave these elements in their model. They engage in readings and practical assignments that emphasize management and leadership in a time of unprecedented and unpredictable change. Students also work toward developing professional-action habits for pragmatic-action learning in the practice of public administration.

**MMPA 6391 - Transformative Change in a Shared-Power World**

(5 cr.)

Students in this course are engaged in a collaborative study of the nature and methods of transformative change in the complex human systems of contemporary public organizations. Students explore and employ a pragmatic-action-learning process for studying the experience of transformative change in complex systems. They examine the
dynamics of complex adaptive systems to gain an understanding of how large-scale and highly interrelated human systems change through self-organization. Students explore and apply appreciative inquiry and other selected methods of transformative change to a positive organizational-change situation of personal interest. They also have the opportunity to develop professional-action habits for pragmatic-action learning in the practice of public administration.

**MMPA 6392 - The Language of Leadership**

(5 cr.)
In today’s complex environment, leaders engaged in shaping public policy and programs must know how to use the emotional and intellectual power of language to motivate, inspire, and competently manage their organizations. In this course, students examine dynamic leadership techniques, such as effective communication, that effect conscious and unconscious influences on human behavior. Through discussions, group assignments, and individual projects, students apply theoretical and practical course content to demonstrate the necessary components for making effective human connections. Students also learn why stories, symbols, and metaphors are essential elements in the language of leadership.

**MMPA 6400 - Public Health Leadership and Systems Thinking♦**

(5 cr.)
In this course, students explore leadership models and theories, the core principles of public health leadership, and the application of systems thinking to public health. They examine how to create strategies and solutions that efficiently utilize public health and healthcare resources. Students also discuss descriptive and prescriptive systems, focusing on the application of these processes to current public health issues and challenges at the organizational and community levels.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMPA 6405 - Ethics and Social Justice♦**

(5 cr.)
Ethics is a fundamental element of leadership. In this course, students consider some of the leading philosophical bases of ethics as well as foundational social justice themes upon which public service rests. The course uses seminal texts and case studies to illuminate the tasks leaders face as they seek to serve diverse constituents. Students confront the challenge of ethical decision making and moral action in a world characterized (among other things) by economic disparity, power imbalances, social privilege, and division due to race and/or religion. Applying concepts presented in the course, students engage in an in-depth assessment of emerging or persistent ethical and social justice issues, with the objective of demonstrating an ability to make
recommendations which lead to positive social change.

Prerequisites
- MMPA 6116, NPMG 6116, PPPA 8000, PPPA 8000i, MMPA 6200, NPMG 6200, CRJS 6000, CRJH 6002, HUMN 8000, or HLTH 8003

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMPA 6420 - Organizational Management and Leadership*

*(5 cr.)*
Public and nonprofit leaders in all areas of public administration require a thorough understanding of the expectations of their roles as leaders and managers of diverse and complex organizations. Students use theoretical and applied perspectives from which they study the intricacies of these roles, including the distinction between leadership and management, organizational culture, change management, systems theories, and organizational development. Students gain a practical understanding of these topics through the application of principles and concepts to public, private, and nonprofit organizational settings.

Prerequisites
- MMPA 6200
- MMPA 6405

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMPA 6421 - Health Economics*

*(5 cr.)*
Students in this course examine the application of economic principles to healthcare managerial decision making regarding the amount, structure, and distribution of healthcare resources and services. Because of the complexity and uncertainty of the healthcare system as well as the scope of resources consumed by health and health-related organizations, managers must appreciate the economic implications of decisions regarding allocation of resources. Students advance their knowledge of economic principles as reflected in the population demand for health; the demand for healthcare and medical care; the supply of health organizations and practitioners; the role of insurance, moral hazard, and adverse selection; the practice of cost-shifting; the structure, competitive nature, and dynamics of markets; differing objectives of for-profit and nonprofit organizations; variation in consumer access to and utilization of services; roles of uncertainty and information asymmetry; strategies for consumer cost-sharing; and the challenges healthcare organizations face in the pricing, production, allocation, and distribution of health and medical services. Special attention is devoted to
understanding how health services differ in a variety of competitive markets.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMPA 6431 - Finance and Budgeting for the Public Sector♦

(5 cr.)
Sound financial practices are crucial to managing scarce funds and making decisions in government and nonprofit organizations. Although the term "public" is synonymous with government, this course also includes nonprofit organizations because they serve a public interest. The course provides students an overview of budgeting and financial management processes in the government and nonprofit sectors from a management perspective. Students examine finance and budgeting concepts, policies, tools, and practices related to public and nonprofit organizations as well as the fiscal climate within which they operate. In addition to reading and analyzing budgets, financial statements, and reports, students also examine issues of equity, transparency, ethics, accountability, and positive social change involved in managing public finances. They develop quantitative and communication skills related to interpreting and presenting information about the financial position and performance of public and nonprofit organizations and contextualize their learning as they examine and apply budgeting tools and skills to real-world scenarios.

Prerequisites
- MMPA 6200
- MMPA 6405

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMPA 6435 - Human Resource Management: Building a Capable Workforce♦

(5 cr.)
The acquisition, development, and retention of talent are critical elements in the success of any organization. In this course, students examine theories, approaches, and systems related to hiring, managing, training, and retaining employees in government and nonprofit organizations. Through the use of case studies, students explore topics that include legal and ethical considerations, diversity, performance management, the establishment and implementation of policy, technology, and conflict management. Students apply principles and concepts learned in this course to real-world situations encountered in public, private, and nonprofit organizations.

Prerequisites
- MMPA 6420

Students may take this as a non-degree course, which means they do not have to be enrolled in a
MMPA 6441 - Human Resources Management and Strategic Planning

(5 cr.)
In the public and nonprofit sectors, human resource management and strategic planning are often driven by legislative mandates, delineated by codified requirements, and defined by the challenges of managing a diverse workforce. In this course, students learn about the fundamentals of managing human resources in the public and nonprofit sectors, including how jobs are classified in the public sector and how the volunteer workforce is managed in the nonprofit sector. In addition, students learn how strategic planning in this context is differentiated by the fact that there is no profit motive driving strategic management, vision and mission development, and organizational leadership in the public and nonprofit sectors.

Prerequisites
- MMPA 6116
- MMPA 6200

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMPA 6451 - Public Policy Analysis

(5 cr.)
Government officials, research programs, and NGOs are increasingly expected to make better and more transparent use of evidence in producing viable policy options within highly complex policy environments that are heavily influenced by power and politics. Policy analysis requires several distinct skill sets: an understanding of the policy context, technical knowledge and analytical tools to identify and apply evidence ethically and with professional judgment, appreciation and engagement with the concerns and contributions of diverse stakeholders, and the ability to develop and communicate practical policy advice.

This course is framed around Bardach and Patashnik’s eightfold path, which lays out steps to follow when analyzing a policy issue and uses design thinking to guide the process. Students examine key concepts of public policy analysis through evidence-based research to locate issues in relation to theory and current trends. This course provides project-based opportunities to practice and gain the skills and knowledge to use evidence to shape policy more effectively.

Prerequisites
- MMPA 6116 or HUMN 8000 or HUMN 6000 or HUMN 8001 or SOCW 8002 or SOCW 8002W or MMHA 6000 or MMHA 6000A or HLTH 8003A or HLTH 8003 or HLTH 8003E or HLTH 8003B or NURS 8003
Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMPA 6465 - Strategic Planning: Collaboration, Cooperation, and Coordination♦

(5 cr.)
In an increasingly complex world, leaders and managers in public and nonprofit organizations plan strategies to fulfill the organizational mission and enhance stakeholder satisfaction. Students in this course explore the role and process of strategic planning, including collaboration, cooperation, and coordination. They also examine the benefits, challenges, and pitfalls of strategic planning, in addition to the impact of globalization. Students apply these concepts to real-life scenarios and develop a strategic plan for a nonprofit or public organization.

Prerequisites
- MMPA 6200
- MMPA 6405

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMPA 6480 - Applied Research and Evaluation Methods♦

(5 cr.)
Organizational credibility, community trust, and fundraising are increasingly dependent upon demonstration of program effectiveness and success. Students in this course are introduced to research and evaluation methods in the public and nonprofit sectors to learn ways to measure and assess a program’s effectiveness and potential success as well as to address problems or issues in the field. Students examine the strengths, limitations, and threats to validity; models, quantitative metrics, and tools used to evaluate programs and policies; and legal and ethical issues associated with research and evaluation methods. Using these parameters and other concepts presented in the course, students critically evaluate sample research, consider ways to communicate results to an intended audience, and reflect on trends and challenges that could affect future program evaluation.

Prerequisites
- MMPA 6200
- MMPA 6405

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMPA 6540 - Management and Leadership in a Global Context
Public policy implementation can take place in various types of organizations. In this course, learners engage in a collaborative study of strategic planning, management, and leadership in the context of public and nonprofit organizations. Students in this course identify, analyze, and evaluate the intricate relationships among strategic planning, management, and leadership from an international perspective. Students connect three key institutional elements: “thinking-acting-leading” strategically. Students apply a management systems approach as they develop, adopt, manage, and lead a strategic plan for an international public or nonprofit organization or with an international focus. Students will understand the strategic context for practical decision making for international public and nonprofit organizations, emphasizing the central role of the environment in the strategic planning process. Students are offered a hands-on approach in this course that tests their ability to make effective and timely management and leadership decisions in complex and uncertain conditions.

MMPA 6541 - Sustainable Development for Global Communities

Effective community leaders must be familiar with a wide range of tools, strategies, and skills to create sustainable communities. In this course, students examine these elements to learn how leaders build capacity for community change; assess community needs and resources; create community visions; promote stakeholder interest and participation; analyze community problems; and carry out practices and interventions to improve sustainability in communities. They also explore sustainability frameworks and models, and they apply these and other concepts presented in the course to develop a proposal for sustainable community development, focusing on community assessment, stakeholder involvement, and development planning.

MMPA 6542 - Transformative Change in a Shared-Power World

Students in this course are engaged in a collaborative study of the nature and methods of transformative change in the complex human systems of contemporary public organizations. Students explore and employ a pragmatic-action-learning process for studying the experience of transformative change in complex systems. They examine the dynamics of complex adaptive systems to gain an understanding of how large-scale and highly interrelated human systems change through self-organization. Students explore and apply appreciative inquiry and other selected methods of transformative change to a positive organizational-change situation of personal interest. They also have the opportunity to develop professional-action habits for pragmatic-action learning in the practice of public administration.

MMPA 6701 - Diversity, Human Rights, and Social Justice
MMPA 6702 - Race, Gender, and Public Policy

(5 cr.)
[Under development]
Prerequisites
- MMPA 6116
- MMPA 6200

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMPA 6740 - Disaster, Crisis, and Trauma

(5 cr.)
There is no shortage of natural and human-made disasters, such as war, violence, genocide, and terrorist activities. Individuals and communities impacted by such disasters often need assistance from professionals who understand the social, cultural, and psychological complexities of crisis and trauma. Students in this course investigate how these incidents impact the psychology of individuals and groups. They assess traditional and current literature and complete practical exercises to learn about theories of trauma; actions and behaviors following a disaster; stress, coping, and adjustment difficulties; psychological disorders (e.g., post-traumatic stress disorder); and available resources to deal with trauma. Considering the various ways crisis professionals can promote positive social change, students devote special attention to the importance and development of culturally appropriate, service-delivery programs and interventions for individuals affected and traumatized by disasters.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMPA 6741 - Psychology of Terrorism

(5 cr.)
Students in this course explore terrorism from a psychological perspective. Topics include types of terrorism; contributing factors related to the development of terrorists and terrorist organizations; counterterrorism agencies, laws, and regulations; the impact of terrorist events on individuals, families, and communities; prevention, intervention, and postvention with survivors; media coverage of terrorist events; human rights and
ethical issues; and future trends related to the psychology of terrorism. Students examine the threat of terrorism in their own community; evaluate the potential impact; and apply prevention, intervention, and postvention strategies to promote resiliency among individual and families within the community.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMPA 6810 - Fundamentals of Law and Public Policy

(5 cr.)
Legal decisions and the law often have a major impact on the creation of public policy. In this course, students explore and discuss the relationship between laws and public policy and the impact that court decisions have on policy and policy leaders. They examine the role of administrative agencies in the creation and execution of law and public policy and the role of the courts in resolving challenges to agency rule making; conflicts between executive and legislative branches of government; and conflicts between and among federal, state, and local laws. Students have the opportunity to sharpen their critical-thinking and research-database skills as they search for real-world examples of how fundamental legal concepts and processes affect the creation and execution of law and public policy.

MMPA 6811 - Legal Research for Policy Practitioners

(5 cr.)
There is a wealth of vital legal knowledge available to public policy practitioners. In this course, students explore the many print and electronic resources available for legal research. Students examine how practitioners use the law to inform the creation of public policy. They engage in assignments designed to provide practical application of content to learn how to navigate legal libraries, cite cases, and employ research to support public policy. Students also gain experience in applying legal research to case studies and contemporary issues.

MMPA 6812 - Contemporary Cases and Issues in the Courts

(5 cr.)
Major issues in the Supreme Court continue to have an impact on public policy at the state and local levels. In this course, students examine major past and current U.S. Supreme Court cases related to abortion, privacy, due process, personal property, and freedom of religion and speech. They also examine major cases related to state powers, government entitlement, and powers of the judicial and federal branches of government. From this assessment, students determine how outcomes of such cases affect public policy. Students also explore and discuss individual rights, property rights, administrative law, immigration law, and foreign policy as well as contemporary issues and case studies, to which they apply legal research and verdicts.
MMPA 6820 - Elements of Sustainable and Livable Communities

(5 cr.)
Creating and maintaining sustainable and livable communities require leaders who understand the connections among the natural, built, and social environments, and who can address these connections in a holistic and integrated fashion. Students in this course examine concepts of sustainability and livability and explore popular approaches to creating and maintaining communities that are more environmentally sound, economically prosperous, and socially equitable. They also focus on strategies to halt urban sprawl and to promote alternative modes of transportation. Students define and explore these concepts through case studies and examples drawn from local communities.

MMPA 6821 - Tools for Sustainable Community Development

(5 cr.)
Effective community leaders must be familiar with a wide range of tools, strategies, and skills to create sustainable communities. In this course, students examine these elements to learn how leaders build capacity for community change; assess community needs and resources; create community visions; promote stakeholder interest and participation; analyze community problems; and carry out practices and interventions to improve sustainability in communities. They also explore sustainability frameworks and models, and they apply these and other concepts presented in the course to develop a proposal for sustainable community development, focusing on community assessment, stakeholder involvement, and development planning.

MMPA 6822 - Current Issues in Regional and Local Public Policy

(5 cr.)
Public decision makers must understand and address a variety of complex and interrelated issues, such as land use and transportation, energy and environment, housing and schools, and regional economic development. In this course, students learn how leaders attend to these issues in light of existing policies and contemporary social, economic, political, demographic, and technological trends. Students explore and discuss planning processes, tools, approaches, strategies, and policies used to create sustainable and livable communities through collaborative processes involving multiple stakeholders. Through the development of a policy-option written assignment, students assess critical issues and identify problem-solving strategies.

MMPA 6830 - Current Issues in Homeland Security

(5 cr.)
Since its inception, the Department of Homeland Security has profoundly impacted public policy and administration. Students are provided with an in-depth analysis of
homeland security, including history, concepts, policies, and strategies of prevention and response. Students examine and discuss current, relevant topics, including ethical issues, telecommunications, technology, threat assessment, contingency planning, and risk management. Students hone their critical-thinking and analytic skills through the application of fundamental concepts and principles of homeland security to case studies and current issues.

**MMPA 6831 - Critical Incident Leadership and Planning**

(5 cr.)
Strategic leadership and planning are required to effectively prevent, respond to, and recover from critical incidents that threaten homeland security. Students in this course explore the role and importance of leadership and planning in critical incident management and the application of tools, strategies, and systems to specific critical incidents. Through the evaluation of case studies, students examine the impact of critical incidents on individuals and communities as well as roles of government agencies and nongovernment organizations in managing such incidents. Using concepts and theories presented in the course, students develop a critical incident management plan for their community through which they consider new strategies and perspectives in regard to critical incident leadership and planning.

**MMPA 6832 - Terrorism: Legislation and Policy**

(5 cr.)
The events of September 11, 2001, resulted in a new and intense focus on the issue of terrorism in the United States and abroad. Through traditional literature and a wealth of contemporary journal articles and media sources, students explore the history of terrorism, the evolution and international context of terrorist groups, and the causes of and motivations for terrorist acts. They learn about the laws, regulations, and legislation related to terrorism. They also analyze possible future trends in terrorism as well as the current role of the media, governmental agencies, and entities in the prevention of and response to terrorism. Students use concepts presented in the course and additional research to develop a proposal to change and improve an existing counterterrorism policy.

**MMPA 6840 - Health Policy and Management**

(5 cr.)
In this course, students examine the factors that influence and improve health outcomes of individuals and populations, with attention to the goals of Healthy People 2010 and the main components and issues of organization, financing, and delivery of health services and public health systems in the United States. Topics include management theories and processes, systems thinking, strategic planning and partnerships, quality and performance improvement, leadership, and organizational behavior. The policy process
is addressed, as well as the advocacy role of the public health professional in influencing local, state, and federal policy. The impact of global trends on public health practice, policy, and systems is also considered.

**MMPA 6842 - Leadership, Professionalism, and Ethics in Public Health Practice**

(5 cr.)
Critical issues, such as infectious diseases, inadequate healthcare access, and an aging population, require leaders who have a diverse skill set as well as the professional and ethical sensibilities needed to lead efforts that improve quality of life for individuals and communities. In this course, students examine theories of leadership as well as the professional attributes, skills, styles, and strategies required to advance public health goals. They explore ethical choices, values, professionalism, opportunities for advocacy, and the application of principles of social justice implicit in public health decisions and practice. Students learn how to employ collaborative methods for working with and motivating diverse communities and constituencies, and they consider methods and develop new strategies for evaluating and solving current problems in healthcare.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**MMPA 6850 - Introduction to the Nonprofit Sector**

(5 cr.)
Nonprofit (NPO) and non-government (NGO) organizations can serve to affect people and communities through positive social change. NPO and NGO leaders require a fundamental understanding of the nonprofit sector, including related ethical, legal, financial, and global perspectives. Through the lens of the NPO and NGO leadership, students in this course explore social entrepreneurship, marketing, communication, and governance. Gaining practical insight, students also apply theories presented in the course either to build a business plan for a new NPO/NGO or to evaluate an existing one.

**MMPA 6851 - Board Governance and Volunteer Management**

(5 cr.)
The success of nonprofit organizations (NPOs) is largely dependent on the effective management of program volunteers and board members—individuals who often serve as the lifeblood of NPOs. Students in this course explore the volunteer management process, including volunteer recruitment, orientation, training, supervision, and evaluation. They focus on methods that organizations use to create and maintain an effective Board of Directors to ensure that the board governs and guides the organization toward their mission. Students design a board development or volunteer management plan based on processes presented in the course and fundamental concepts acquired earlier in the program.
MMPA 6852 - Resource Development

(5 cr.)
All nonprofit organizations require financial resources. Obtaining philanthropic financial support is essential to program delivery and stability. Students in this course explore the concepts of philanthropy and development, identification of funding sources, donor/prospect cultivation and education, and solicitation and appreciation strategies. They focus on processes and strategies for creating an organizational philanthropic culture based on ethics and donor relationships. Using these strategies and other concepts presented in the course, students create a resource development plan for a nonprofit organization.

MMPA 6880 - Social Entrepreneurship and Innovation: A Global Perspective

(5 cr.)
Social entrepreneurs are gaining international attention motivated by the desire for change and to see the world as it can be, not as it is. Students in the course will learn how social entrepreneurs have developed creative solutions to address social problems. The intention of the course is to develop knowledge, appreciate of the role of social entrepreneurs who create social change, deepen students' understanding of the world around them, and to inspire them to use their skills and knowledge to be, as Gandhi said, "the change you wish to see in the world."

Students in this course will gain knowledge about social entrepreneurs and how they are creating solutions to address societal problems, learn how to develop creative solutions to address social problems, and empower students to see social entrepreneurship as a force for social change. The course is designed for those who want to gain valuable tools to prepare them to make an impact on the lives of others. This course will be housed in the School of Public Policy and Administration for future upgrades and course maintenance.

MMPA 6881 - Grant Writing

(5 cr.)
Grant writing is a highly marketable skill that requires many nonprofit, educational, and community organizations to secure external funding in order to provide needed services to the community. In this course, students will explore the basic skills needed for grant writing including identifying potential funding sources, creating objectives and a needs statement, preparing and justifying a budget, identifying appropriate assessment plans, and writing an executive summary. Course assignments will allow students to directly apply what they are reading and discussing by writing a full grant proposal based on an actual Request for Proposal (RFP).

MMPA 6882 - Improving Healthcare Performance Through Social Entrepreneurship
Social entrepreneurship has become prominent as a dynamic approach to address societal needs and problems. Healthcare organizations and their leaders who embrace social entrepreneurship can accomplish their missions by using social entrepreneurship to overcome some of the barriers that inhibit the widespread promotion of innovation and performance in the healthcare environment. In this course, students will examine the principles, the case and need, and role of social entrepreneurship in healthcare, the common traits to become a social entrepreneur, and the organizational models needed to facilitate and promote social entrepreneurship. Additionally, students will learn how to leverage, implement, and integrate social entrepreneurship models into the "health for all" formula, develop new solutions and innovative strategies to address global, local population, community, and individual healthcare needs, and to improve healthcare performance.

**MMPA 6910 - Master of Public Administration Capstone**

(5 cr.)
In this course, students complete a capstone project using action research that fosters social change in public administration or nonprofit management and leadership. In the project they demonstrate the knowledge, skills, and competencies acquired in their master's degree program. The project employs an action research model. Students reflect on how the project and the program have contributed to their personal, scholarly, and professional growth.

**Prerequisites**
- All prior coursework

**MMPP 5111 - Leadership and Organizational Change**

(5 cr.)
Successful public sector organizations require high-caliber leaders who are accountable to multiple constituencies. A rapidly accelerating rate of change and blurring of organizational boundaries contribute to the need for leaders who are equipped to meet the challenge. Students explore the theoretical underpinnings of leadership and the important role of the leader in organizational change. By exploring leadership theory, current research, and practice within an area of public administration or nonprofit/nongovernmental organizations, students will demonstrate their understanding leadership in organizations that are increasingly complex in nature. Ethical dimensions, boundary spanning functions, and how leaders influence positive social change are key factors of this course. Historical and current events, as well as the personal experiences of students are used to examine the demands of leadership.

**MMPP 5280 - Policy and Politics in American Political Institutions**
In this course, students are introduced to the crafts of policymaking and policy analysis in the American democratic system. It covers the policy process—setting agendas, using policy analysis tools, managing the political process, implementing policy, and providing evaluations and feedback. Students develop skills in policy and economic analyses as well as in determining the political feasibility of proposed policies. Regulation as a policy choice will be discussed. Students completing this course will enhance their abilities to develop alternatives and to assess strategies proposed to achieve certain policy objectives. Policy areas of interest to students form the foundation of this course and may include communications, immigration, social, transportation, housing, labor, arts, and environmental policies.

**MMPP 5281 - Program Evaluation**

In this course, students are introduced to the tools used by policymakers and policy analysts to evaluate the impact of social programs. Topics include selecting programs to evaluate, crafting program descriptions, identifying stakeholders and their interests, developing logic models, framing evaluation questions, applying utilization-focused evaluation techniques, using quantitative and qualitative tools to complete formative and summative evaluations, and providing evaluation reports and feedback to decision-makers. By the end of the course, each student will develop a program-evaluation design for a social program.

**MMPP 5282 - Public Policy and Finance**

Students in this course cover microeconomic and macroeconomic models used in policy formulation and how public finance influences policy choices as well as implementation alternatives. Students examine tax policies and tax incentive models, budgeting, public/private models, market influences on policy, the impact of government expenditures on income redistribution, and economic considerations of welfare, food stamps, workers’ compensation, and Social Security. Outsourcing of public programs is also examined.

**MMPP 5379 - Advanced Methods in Public Policy Analysis and Evaluation**

Students in this course receive an in-depth examination of the methods and processes policy analysts use to assist policymakers in identifying problems, formulating and evaluating alternative solutions, and implementing preferred policies. The course includes cost benefit analysis; econometric analysis; policy modeling; the role of economic and political factors in public decision-making and policy formulation; marshaling resources and advocacy; and various applications to specific public policy
topics. The course focuses on various quantitative and qualitative techniques used by policy analysts.

**MMPP 5405 - Ethics and Social Justice**

(5 cr.)
Ethics is a foundational element of leadership. Leaders face increasingly complex social and political challenges as they seek to meet the needs of diverse constituents. Students in this course explore ethics and social justice related to economic disparity, power, and privilege. Students use demographic data, current social trends, and themes to understand, analyze, and address ethical and social justice issues that impact service delivery in a global community.

**MMPP 6100 - Critical Issues in Emergency Management**

(5 cr.)
Students in this course examine the theories and concepts underpinning contemporary emergency management and how to understand the phenomena of natural and human-caused disasters. Students examine the historical context of emergency management, the general process of risk assessment, the emergency management cycle, communications within emergency management and crisis planning, and the general policy and legal framework surrounding the process of emergency management in the United States with a focus on the National Incident Management System (NIMS). Case studies of major catastrophes are used to explore contemporary and practical hazard management. Students can complete the FEMA Emergency Management Institute courses IS-100.b - Introduction to Incident Command System and either IS-800.b - National Response Framework: An Introduction or IS700.a - National Incident Management System as part of this course. Nationally recognized certificates are awarded for successful completion of FEMA courses.

**MMPP 6111 - Leadership and Organizational Change**

(5 cr.)
Successful public sector organizations require high-caliber leaders who are accountable to multiple constituencies. A rapidly accelerating rate of change and blurring of organizational boundaries contribute to the need for leaders who are equipped to meet the challenge. Students taking this course explore the theoretical underpinnings of leadership and the important role of the leader in organizational change. By exploring leadership theory, current research, and practice within an area of public administration or nonprofit/nongovernmental organizations, students demonstrate their understanding of leadership in organizations that are increasingly complex in nature. Ethical dimensions, boundary-spanning functions, and how leaders influence positive social change are key factors of this course. Students draw on historical and current events, as well as their personal experiences, to examine the demands of leadership.
Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMPP 6112 - Governance and Public Policy**

(5 cr.)
Democratic principles are the foundation of modern life. In this course, students are provided an overview of democratic governance in public administration, public policy, or nonprofit/nongovernmental organizations in modern society. Students will examine the theoretical underpinnings of democratic governance and public policy in their chosen area of specialization necessary for doctoral-level research. Students will review fundamental theories of governance, research current literature on a specialized topic, and apply best practices within the area of specialization. The emphasis is on the context in which public and nonprofit leaders function and the social institutions that influence public policy and guide administrative decision making.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMPP 6115 - Foundations for Graduate Study**

(3 cr.)
Students in this course are introduced to Walden University and to the requirements for successful participation in an online curriculum. They build a foundation for academic and professional success as scholar-practitioners and social change agents. Topics include the relation of mission and vision to professional goals, development of the program of study, strategies for online success, introduction to the online library, and an introduction to critical thinking, professional writing, and academic integrity. Course assignments focus on the practical application of writing and critical-thinking skills and promote professional and academic excellence.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMPP 6116 - Writing a Quality Prospectus**

(5 cr.)
This five-credit course is focused specifically on the process of writing the doctoral study prospectus. Students will use their preliminary research plan, developed previously, and develop a problem statement, to be used in the doctoral study. They further refine the problem statement and carry out the planning and the library research that will bring them to the formulation of a doctoral study prospectus. The prospectus is a brief paper, typically 15–20 pages in length, that lays out the background for the problem statement, the problem statement itself, a survey of the relevant literature (typically 25–75 references), and a research, implementation, and evaluation plan for the
solution of the problem.

Note: This course is for students who wish to matriculate into the PhD in Public Policy and Administration-PPPA 8115.

**MMPP 6117 - Foundations for Graduate Study**

(3 cr.)

Students in this course are introduced to Walden University and to the requirements for successful participation in an online curriculum. They are provided a foundation for academic and professional success as a scholar-practitioner and social change agent. Topics include the relation of mission and vision to professional goals, development of the program of study, strategies for online success, introduction to the online library, and an introduction to critical thinking, professional writing, and academic integrity. Course assignments focus on the practical application of writing and critical-thinking skills and promote professional and academic excellence.

**MMPP 6137 - The Nature of Crime and Criminology**

(5 cr.)

Students in this course are introduced to contemporary views and theories of maladaptive and criminal behavior. They examine a broad conceptualization of criminal behavior from an interdisciplinary perspective as well as theories and application of criminal profiling. Students also explore specific views of criminal behavior germane to groups, such as psychopaths, serial offenders, and sexually violent predators. At the end of this course, students will have an understanding of the theories and practices that are the foundations of the field of criminology.

◆ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMPP 6200 - Risk Assessment, Preparedness, and Disaster Mitigation**

(3 cr.)

Risk assessment and mitigation are key components to effective emergency management and all-hazard planning and response. Students in this course focus on the methods and techniques required to assess an organization or government's risk associated with the protection of human life and capital assets. They study ways to evaluate the social vulnerabilities to disaster and the special needs of at-risk populations, and they explore methods to reduce vulnerabilities and build capacity through structural and nonstructural mitigation. Additionally, students complete the FEMA Emergency Management Institute course IS-393.a: Introduction to Hazard Mitigation as part of this course.

◆ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
MMPP 6215 - Controversies in Criminal Justice♦

(5 cr.)
Justice is at the heart of the U.S. democratic system, yet opposing viewpoints surrounding and within the system often muddle interpretations of the law and the development of policies to promote and enforce justice. In this course, students examine events that have significantly changed how the legal system interprets the U.S. Constitution, the U.S. Code, and the U.S. Patriot Act, for example, the terrorist acts of September 11, 2001. They learn how social and historical changes have shifted perspectives and sparked debates on expanding the rights of government versus safeguarding personal civil rights and civil liberties. Through discussion with peers, assessment of contemporary articles, and examination of Supreme Court cases, students have the opportunity to reflect on and potentially broaden their own opinions and perspectives on current criminal justice affairs in regard to issues of law enforcement, public perception, policy development, and ethics.

❖ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMPP 6217 - Technological Solutions and 21st-Century Crime♦

(5 cr.)
In consideration of modern technological innovation and the spread of knowledge through digital means, the relationship between technology and criminal activity is increasing. In this course, students explore this relationship and gain a comprehensive view of cyber crime, including current trends. They learn how law enforcement agencies use technology to track and apprehend criminals. Through real-world scenarios, students examine legal responses to cyber crime and learn different approaches and techniques for solving cyber crimes and handling related challenges. Students also have the opportunity to gain a comprehensive understanding of building cases and prosecuting crimes through practical exercises in identification, data mining, and the protection and gathering of evidence.

❖ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMPP 6280 - Policy and Politics in American Political Institutions♦

(5 cr.)
Students in this course learn about the crafts of policymaking and policy analysis in the U.S. democratic system. They cover the policy process: setting agendas, using policy analysis tools, managing the political process, implementing policy, and providing evaluations and feedback. Students develop skills in policy and economic analyses as well as in determining the political feasibility of proposed policies. Regulation as a policy choice will be discussed. Students completing this course will enhance their abilities to
Develop alternatives and to assess strategies proposed to achieve certain policy objectives. Policy areas of interest to students form the foundation of this course and may include communications, immigration, social, transportation, housing, labor, arts, and environmental policies.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMPP 6281 - Program Evaluation♦

(5 cr.)
Students in this course are introduced to the tools used by policymakers and policy analysts to evaluate the impact of social programs. Topics include selecting programs to evaluate, crafting program descriptions, identifying stakeholders and their interests, developing logic models, framing evaluation questions, applying utilization-focused evaluation techniques, using quantitative and qualitative tools to complete formative and summative evaluations, and providing evaluation reports and feedback to decision makers. By the end of the course, each student will develop a program-evaluation design for a social program.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMPP 6282 - Public Policy and Finance♦

(5 cr.)
Students in this course cover microeconomic and macroeconomic models used in policy formulation and how public finance influences policy choices as well as implementation alternatives. Students examine tax policies and tax incentive models, budgeting, public/private models, market influences on policy, the impact of government expenditures on income redistribution, and economic considerations of welfare, food stamps, workers’ compensation, and Social Security. Students also examine outsourcing of public programs.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMPP 6300 - Disaster Response and Recovery♦

(5 cr.)
A major concern of disaster response professionals is meeting basic and humanitarian needs of disaster-affected populations. In this course, students explore a range of issues, including evacuation, relocation, and tactical and strategic decisions in the immediate aftermath of an emergency episode. Students study important federal policies related to disaster response and recovery, including the National Response Framework (NRF), and they can gain an understanding of how local, state, and federal policies mesh in response
Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMPP 6320 - Public Policy Implications of Terrorism Legislation and Policies♦

(5 cr.)
Students in this course receive a broad perspective on the history of the U.S. Patriot Act, similar terroristic legislation and immigration laws, and these policy implications on law enforcement, governmental entities, organizations, and individuals. Public administrators and public policy analysts who are charged with drafting and implementing public policy and enforcing and/or responding to potential terroristic threats build a basic foundation, while simultaneously upholding and protecting constitutional freedoms. Material for this course is drawn from contemporary texts, websites, case studies, and material representing international, national, and local governments and organizations. Students critically review and analyze the U.S. Patriot Act and similar terroristic legislation and policies, and they participate in online discussions about these laws and their implications on U.S. constitutional freedoms.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMPP 6321 - Terrorism: A Systemic Approach for Emergency Preparedness♦

(5 cr.)
Students in this course receive an overview of terrorism—local, national, and international—and the need to develop a systemic approach for emergency preparedness. Topics include, but are not limited to, terrorism overview, terrorism and public health, bioterrorism, biosecurity, cyber terrorism, risk assessment, implications for public health, and components of a systemic preparedness infrastructure. Course participants begin the development and/or analysis of a terrorism preparedness infrastructure and participate in online discussions.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMPP 6322 - Critical Incident Planning and Leadership

(5 cr.)
Students in this course examine the principles of emergency planning, selection of leaders, specialized planning (e.g., schools, tourism), mutual aid, and leadership theories. Students build a basic foundation for public administrators to develop a critical incident
plan and also understand leadership theories. Course participants critically analyze case studies, identifying weaknesses and potential solutions.

**MMPP 6333 - Holding Up the Mirror: Understanding Different Cultures and Increasing Global Consciousness**

(5 cr.)
Students in this course have an opportunity to explore and understand the cultural values and styles of communication, reasoning, and leadership unique to their home culture. Students apply their increased understanding to other cultures. They also identify and become familiar with the challenges U.S. nonprofits face as they work internationally or cross-culturally within the United States.

**Prerequisites**
- A course or direct experience in nonprofit management is strongly advised.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**MMPP 6334 - Crossing Borders: U.S. and International NGO Cultures and Environments**

(5 cr.)
In this course, students study in depth the cultures, structures, and activities of NGOs in select countries and compare their activities, organizational cultures, structures, and working environments with nonprofits in the United States.

**Prerequisites**
- A course or direct experience in nonprofit management is strongly advised.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**MMPP 6335 - Placing NGOs in the Global Context**

(5 cr.)
Students in this course gain knowledge and understanding about the geopolitical and economic contexts in which international, nongovernmental, and voluntary agencies function in other countries. Students analyze the historical, political, social, and cultural contexts in which NGOs work and the implications these contexts have on the work of local and international NGOs. Students identify strategies that make the international and cross-cultural efforts of NGOs successful.

**Prerequisites**
- A course or direct experience in nonprofit management is strongly advised.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*
MMPP 6345 - Public Policy Implications of Terrorism Legislation and Policies

(5 cr.)
Students in this course receive a broad perspective on the history of the U.S. Patriot Act, similar terroristic legislation and immigration laws, and the policy implications on law enforcement, governmental entities, organizations, and individuals. Public administrators and public policy analysts who are charged with drafting and implementing public policy and enforcing and/or responding to potential terroristic threats build a basic foundation, while simultaneously upholding and protecting constitutional freedoms. Material for this course is drawn from contemporary texts, websites, case studies, and material representing international, national, and local governments and organizations. Learners critically review and analyze the U.S. Patriot Act and similar terroristic legislation and policies, and they participate in online discussions about these laws and their implications on U.S. constitutional freedoms.

MMPP 6346 - Terrorism: A Systemic Approach for Emergency Preparedness

(5 cr.)
Students in this course receive an overview of terrorism—local, national, and international—and the need to develop a systemic approach for emergency preparedness. Topics include, but are not limited to, terrorism overview, terrorism and public health, bioterrorism, biosecurity, cyber terrorism, risk assessment, implications for public health, and components of a systemic preparedness infrastructure. Course participants begin the development and/or analysis of a terrorism preparedness infrastructure and participate in online discussions.

MMPP 6347 - Critical Incident Planning and Leadership

(5 cr.)
Students in this course examine the principles of emergency planning, selection of leaders, specialized planning (e.g., schools, tourism), mutual aid, and leadership theories. Students build a basic foundation for public administrators to develop a critical incident plan and also understand leadership theories. Course participants critically analyze case studies, identifying weaknesses and potential solutions.

MMPP 6363 - Public Safety Issues

(5 cr.)
This is a comprehensive survey of the issues faced by public safety agencies and personnel at the local, state, and national level, including police and sheriff, emergency medical, and fire services and related organizations. Students in this course emphasize communication and coordination between public safety organizations.
Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMPP 6364 - Managing Public Safety Organizations

(5 cr.)
Students in this course examine how public safety leaders find solutions to major issues confronting their operating systems, both organizations and communities, through research, analysis, planning, and decision making. They adapt classic business management techniques and leadership principles to public safety operations. The concepts of "first planner" and "first responder" are introduced. Solutions and alternatives to varied situations confronting public safety managers are developed. Emphasis is on systems approaches, environmental analyses, contingency planning, implications for change, coordination, and controls.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMPP 6365 - Ethics in Preserving Public Safety

(5 cr.)
Students in this course apply the lessons of the first two courses in the specialization—management issues and planning solutions—to specific cases of leadership and personal responsibility in the public safety field. Using primarily the case study method, students analyze leadership and ethical issues that public safety officials encounter in their work and develop effective approaches for how standards and ethics can best be instilled throughout a public safety organization. Students analyze classic cases, including the federal 9/11 Commission report, for lessons applicable to any public safety agency and situation, including intelligence, planning, operations, command, interagency coordination, communication, and technology.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMPP 6379 - Advanced Methods in Public Policy Analysis and Evaluation

(5 cr.)
An in-depth examination of the methods and processes policy analysts use to assist policymakers in identifying problems, formulating and evaluating alternative solutions, and implementing preferred policies is provided to students in this course. Students in this course learn about cost-benefit analysis, econometric analysis, policy modeling, the role of economic and political factors in public decision-making and policy formulation, marshaling resources and advocacy, and various applications to specific public policy topics. The focus of the course is on various quantitative and qualitative techniques used by policy analysts.
Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMPP 6380 - Policy and Politics in American Political Institutions**

(5 cr.)
Students in this course are introduced to the crafts of policymaking and policy analysis in the U.S. democratic system. They cover the policy process—setting agendas, using policy analysis tools, managing the political process, implementing policy, and providing evaluations and feedback. Students develop skills in policy and economic analyses as well as in determining the political feasibility of proposed policies. Regulation as a policy choice will be discussed. Students completing this course will enhance their abilities to develop alternatives and to assess strategies proposed to achieve certain policy objectives. Policy areas of interest to students form the foundation of this course and may include communications, immigration, social, transportation, housing, labor, arts, and environmental policies.

**MMPP 6381 - Program Evaluation**

(5 cr.)
Students in this course receive an introduction to the tools used by policymakers and policy analysts to evaluate the impact of social programs. Topics include selecting programs to evaluate, crafting program descriptions, identifying stakeholders and their interests, developing logic models, framing evaluation questions, applying utilization-focused evaluation techniques, using quantitative and qualitative tools to complete formative and summative evaluations, and providing evaluation reports and feedback to decision makers. By the end of the course, each student will develop a program-evaluation design for a social program.

**MMPP 6382 - Public Policy and Finance**

(5 cr.)
Students in this course cover microeconomic and macroeconomic models used in policy formulation, as well as how public finance influences policy choices and implementation alternatives. Students examine tax policies and tax incentive models, budgeting, public and/or private models, market influences on policy, the impact of government expenditures on income redistribution, and economic considerations of welfare, food stamps, workers' compensation, and Social Security. Students also examine outsourcing of public programs.

**MMPP 6390 - Strategic Context of Public Management and Leadership**

(5 cr.)
Students in this course engage in collaborative study of the changing strategic context of
public administration. Students apply a systems perspective to construct a public enterprise model of the public organization of their choice, as a way of understanding the strategic context for practical action and the stakeholder relations involved. This is an organization "mental model," which is similar to a traditional "business model," but which includes the three interrelated flows of money, knowledge, and influence. Emphasis in this course is on management and leading of the unknown—imagining and creating a future that works in a time of unprecedented and unpredictable change. Students apply strategic scenarios to organizational change for the public organization of special interest to them. Students also develop professional-action habits for pragmatic-action learning in the practice of public administration.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.);1-443-627-7222 (toll)] for more information.

**MMPP 6391 - Transformative Change in a Shared-Power World**

(5 cr.)
Students in this course engage in a collaborative study of the nature and methods of transformative change in the complex human systems of contemporary public organizations. Students are taught a pragmatic-action learning process for studying the experience of transformative change in complex systems. The dynamics of complex adaptive systems are studied to gain an understanding of how large-scale and highly interrelated human systems change through self-organization. Appreciative inquiry and other selected methods of transformative change are studied and applied to a positive organizational change situation of special interest to the students. Students also develop professional-action habits for pragmatic-action learning in the practice of public administration.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.);1-443-627-7222 (toll)] for more information.

**MMPP 6392 - The Language of Leadership**

(5 cr.)
In today's complex environment, leaders engaged in shaping public policy must know how to use the emotional as well as the intellectual power of language to motivate, inspire, and competently manage their organizations. Dynamic leadership requires understanding and use of techniques that affect both conscious and unconscious influences on human behavior. Effective communication connects at many different levels. Students in this course receive both theoretical and practical information; demonstrate the necessary components for making such connections; and show why stories, symbols, and metaphors are essential elements in the language of leadership.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.);1-443-627-7222 (toll)] for more information.
MMPP 6400 - Public Health Leadership and Systems Thinking♦

(5 cr.)
In this course, students explore leadership models and theories, the core principles of public health leadership, and the application of systems thinking to public health. They examine how to create strategies and solutions that efficiently utilize public health and healthcare resources. Students also discuss descriptive and prescriptive systems, focusing on the application of these processes to current public health issues and challenges at the organizational and community levels.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMPP 6405 - Ethics and Social Justice♦

(5 cr.)
Ethics is a foundational element of leadership. Leaders face increasingly complex social and political challenges as they seek to meet the needs of diverse constituents. Students in this course explore ethics and social justice related to economic disparity, power, and privilege. Students use demographic data, current social trends, and themes to understand, analyze, and address ethical and social justice issues that impact service delivery in a global community.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMPP 6420 - Health Economics♦

(5 cr.)
Students in this course examine the application of economic principles to healthcare managerial decision making regarding the amount, structure, and distribution of healthcare resources and services. Because of the complexity and uncertainty of the healthcare system, as well as the scope of resources consumed by health and health-related organizations, managers must appreciate the economic implications of decisions regarding allocation of resources. Students advance their knowledge of economic principles as reflected in the population demand for health; the demand for healthcare and medical care; the supply of health organizations and practitioners; the role of insurance, moral hazard, and adverse selection; the practice of cost-shifting; the structure, competitive nature, and dynamics of markets; differing objectives of for-profit and non-profit organizations; variation in consumer access to and utilization of services; roles of uncertainty and information asymmetry; strategies for consumer cost-sharing; and the challenges healthcare organizations face in the pricing, production, allocation, and distribution of health and medical services. Special attention is devoted to understanding how health services differ in a variety of competitive markets.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program.

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MMPP 6431 - Finance and Budgeting for the Public Sector♦

(5 cr.)
Sound financial practices are crucial to managing scarce funds in the public sector. Students in this course examine finance and budgeting concepts, policies, and practices related to organizations as well as the fiscal climate within which they operate. Students gain an understanding of theories underlying fiscal policy, and they read and analyze budgets, financial statements, and financial reports. Other topics include the use of auditing practices, tax systems, financial management, budgetary reform, and financial technology systems specific to government organizations. Students apply what they learn to developing budget and financial projects relevant to public organizations.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMPP 6450 - Historical and Contemporary Issues in Criminal Justice♦

(5 cr.)
Students in this course look at the evolution of crime—from lone criminals to worldwide syndicates—using the scientific rigor built into the selected readings and discussions. Among the topics examined are the philosophy of community- and problem-oriented policing, transnational crime, terrorism, and the new nexus between them. Current and future leaders will be equipped with the knowledge and depth of understanding to assess and manage the opportunities, innovations, and challenges in their profession.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMPP 6452 - Policy Analysis in the Criminal Justice System♦

(5 cr.)
Students in this course review key court decisions and explore the tension between constitutionally guaranteed individual rights and crime prevention and public-safety efforts. Students also cover policy analysis and planning in the criminal justice field and gain an understanding of the policy context in which the criminal justice system functions.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMPP 6453 - Leadership: Putting Theory Into Practice in Criminal Justice Administration♦
Students in this course are introduced to the problems that currently confront the administration of the criminal justice system as well as problems predicted for the future. To prepare to lead efforts to address these challenges, students learn powerful models for strategic, critical, and reflective thinking. Students immerse themselves in discussion about the major components of effective justice administration: organizational thought and theory, leadership, human capital, policy development and implementation, and collaboration with other public safety and community organizations.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMPP 6465 - Strategic Planning: Collaboration, Cooperation, and Coordination♦

Students in this course explore the role and process of strategic planning with an emphasis on collaboration, cooperation, and coordination within and among organizations. Students apply these concepts to real-life situations and organizations.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMPP 6480 - Applied Research and Evaluation Methods♦

Organizational credibility, community trust, and fundraising are increasingly dependent upon demonstration of program effectiveness and success. Students in this course are introduced to research and evaluation methods in the public and nonprofit sectors to learn ways to measure and assess a program’s effectiveness and potential success as well as to address problems or issues in the field. Students examine the strengths, limitations, and threats to validity; models, quantitative metrics, and tools used to evaluate programs and policies; and legal and ethical issues associated with research and evaluation methods. Using these parameters and other concepts presented in the course, students critically evaluate sample research, consider ways to communicate results to an intended audience, and reflect on trends and challenges that could affect future program evaluation.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMPP 6540 - Management and Leadership in a Global Context
Public policy implementation can take place in various types of organizations. In this course, learners engage in a collaborative study of strategic planning, management, and leadership in the context of public and nonprofit organizations. Students in this course identify, analyze, and evaluate the intricate relationships among strategic planning, management, and leaderships from an international perspective. Students connect three key institutional elements: "Thinking-Acting-and-Leading" strategically. Students apply a management systems approach as they develop, adopt, manage, and lead a strategic plan for an international public or nonprofit organization or with an international focus. Students will understand the strategic context for practical decision making for international public and nonprofit organizations, emphasizing the central role of the environment in the strategic planning process. Students are offered a hands-on approach in this course that tests their ability to make effective and timely management and leadership decisions in complex and uncertain conditions.

**MMPP 6541 - Sustainable Development for Global Communities**

Effective community leaders must be familiar with a wide range of tools, strategies, and skills to create sustainable communities. In this course, students examine these elements to learn how leaders build capacity for community change; assess community needs and resources; create community visions; promote stakeholder interest and participation; analyze community problems; and carry out practices and interventions to improve sustainability in communities. They also explore sustainability frameworks and models, and they apply these and other concepts presented in the course to develop a proposal for sustainable community development, focusing on community assessment, stakeholder involvement, and development planning.

**MMPP 6542 - Transformative Change in a Global Environment**

Students in this course are engaged in a collaborative study of the nature and methods of transformative change in the complex human systems of contemporary public organizations. Students explore and employ a pragmatic-action-learning process for studying the experience of transformative change in complex systems. They examine the dynamics of complex adaptive systems to gain an understanding of how large-scale and highly interrelated human systems change through self-organization. Students explore and apply appreciative inquiry and other selected methods of transformative change to a positive organizational-change situation of personal interest. They also have the opportunity to develop professional-action habits for pragmatic-action learning in the practice of public administration.

**MMPP 6740 - Disaster, Crisis, and Trauma**
Students taking this course define natural and human-made disasters such as war, violence, genocide, and terrorist activities and review how they impact the psychology of individuals and groups. Topics include theories of trauma; actions and behaviors following a disaster; stress, coping, and adjustment difficulties; psychological disorders (e.g., post-traumatic stress disorder); and available resources to deal with the trauma. Students focus on the importance and development of culturally appropriate service delivery programs and interventions for individuals affected and traumatized by disaster(s).

**MMPP 6810 - Fundamentals of Law and Public Policy**

(5 cr.)
Legal decisions and the law have an impact on the creation of public policy. Students in this course explore the relationship between laws and public policy and the impact that court decisions have on policy and policy leaders. Topics include legal concepts and terminology, legal jurisdictions, case law, seminal cases, and the Supreme Court's roles and procedures. Students apply fundamental legal concepts and principles to case studies and contemporary problems.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**MMPP 6811 - Legal Research for Policy Practitioners**

(5 cr.)
There is a wealth of vital legal knowledge available to public policy practitioners. In this course, students will be introduced to a number of print and electronic resources available for legal research, and they will gain an understanding of how the law is used to inform the creation of public policy. Topics include navigating legal libraries, citing cases, and using research to support public policy. Students apply legal research to case studies and contemporary issues.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**MMPP 6812 - Contemporary Cases and Issues in the Courts**

(5 cr.)
Major issues in the Supreme Court have an impact on public policy at the state and local levels. Students in this course examine major past and current U.S. Supreme Court decisions and explore how these decisions affect public policy. Topics include individual rights, property rights, administrative law, immigration law, and foreign policy. Students apply legal research and verdicts to case studies and current issues.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program.*
MMPP 6820 - Elements of Sustainable and Livable Communities♦

(5 cr.)
Creating and maintaining livable and sustainable communities require leaders who understand and can assess the interrelated elements that make a community viable over time. Students in this course explore demographics, health, education, employment opportunities, transportation, recreation, housing, natural resources, technology, and other elements necessary to sustain a thriving community. Students define and explore these concepts through case studies and local community examples.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMPP 6821 - Tools for Sustainable Community Development♦

(5 cr.)
Effective community leaders require comprehensive tools and resources to create livable and sustainable communities. Students explore topics that include demographic analysis and forecasting, citizen engagement, economic forecasting and budgeting, acquisition of alternative funding sources, GIS (geographic information system) technology, comprehensive-use planning, and other tools and resources needed to meet the challenge of creating and maintaining sustainable communities. Students use case studies and examples drawn from local communities to identify and apply appropriate strategies.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMPP 6822 - Current Issues in Regional and Local Public Policy♦

(5 cr.)
Local government leaders must understand and address complex and interrelated issues including public health and safety, urban sprawl, immigration, transportation, the aging of the baby-boom generation, affordable housing, living wage jobs, and the threats to natural resources. Students in this course explore current concepts with an emphasis on creating livable and sustainable communities through cooperation, coordination, and collaboration of community stakeholders. Students use local community examples to assess critical issues and identify problem-solving strategies.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMPP 6830 - Current Issues in Homeland Security♦
Since its inception, the Department of Homeland Security has profoundly impacted public policy and administration. Students in this course examine homeland security history, concepts, policies, and strategies of prevention and response. Topics include ethical issues, telecommunications, technology, threat assessment, contingency planning, and risk management. Students apply fundamental concepts and principles of homeland security to case studies and current issues.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMPP 6831 - Critical Incident Planning and Leadership

Strategic leadership is required to address the challenges and complexities of homeland security. To respond to critical incidents while and after they occur, leaders must plan tactically and understand how to obtain and mobilize resources. Students explore the roles of leaders in relation to activating or coordinating funding, personnel, jurisdictional issues, training, communication, information management, technology, and healthcare in order to create an effective response to homeland security needs. Course participants critically analyze case studies, identifying weaknesses and potential solutions.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMPP 6832 - Terrorism: Legislation and Policy

The events of September 11, 2001, resulted in a new and intense focus on the issue of terrorism in the United States and abroad. In this course, students explore the history of terrorism; laws, regulations, and legislation related to terrorism; and the roles of the media, governmental agencies, and entities in the prevention of and response to terrorism. Students apply their knowledge to case studies and current trends related to terrorism.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMPP 6840 - Health Policy and Management

Students in this course examine the factors that influence and improve health outcomes of individuals and populations, with attention to the goals of Healthy People 2010 and the main components and issues of organization, financing, and delivery of health services and public health systems in the United States. Topics include management theories and processes, systems thinking, strategic planning and partnerships, quality and
performance improvement, leadership, and organizational behavior. The policy process is addressed as well as the advocacy role of the public health professional in influencing local, state, and federal policy. The impact of global trends on public health practice, policy, and systems is also considered.

◆ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMPP 6841 - Legal and Regulatory Aspects of Public Health♦

(5 cr.)
Students in this course examine the role of federal, state, and local government in the assurance of public health through legislation and regulation. Consideration is given to contemporary legal and regulatory issues arising in public health practice and emergencies with attention to public health security and preparedness in response to bioterrorism and disasters.

◆ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMPP 6842 - Leadership, Professionalism, and Ethics in Public Health Practice♦

(5 cr.)
Students in this course examine theories of leadership as well as the professional attributes, skills, styles, and strategies required to advance public health goals. Ethical choices, values, professionalism, opportunities for advocacy, and the application of principles of social justice implicit in public health decisions and practice are considered, with emphasis on a collaborative approach to working with diverse communities and constituencies.

◆ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMPP 6850 - Introduction to the Nonprofit Sector♦

(5 cr.)
Nonprofit organizations serve as the foundation for many social change efforts. Students in this course explore the history, foundations, and types of nonprofit organizations and the diverse political, social, and economic contexts within which they exist. Students examine and apply marketing, public relations, and communication concepts and strategies to case studies and contemporary situations. Ethical, legal, and global lenses are applied to the study of the nonprofit sector. Students develop a concept paper guiding the development of a nonprofit organization.

◆ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
MMPP 6851 - Board Governance and Volunteer Management♦

(5 cr.)
Volunteers are the "lifeblood" of many nonprofit organizations. These organizations rely heavily on their volunteer board of directors to govern and guide them toward their mission. The success of nonprofit organizations is largely dependent on the effective management of program volunteers and board members. Students in this course explore the volunteer management process, including volunteer recruitment, orientation, training, supervision, and evaluation, with an emphasis on creating and maintaining an effective board of directors. Students design a board development or volunteer management plan based on the concept paper they developed in the Introduction to the Nonprofit Sector course.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMPP 6852 - Resource Development♦

(5 cr.)
All nonprofit organizations require financial resources. Obtaining philanthropic financial support is essential to program delivery and stability. Students explore the concepts of philanthropy and development, identification of funding sources, donor/prospect cultivation and education, and solicitation and appreciation strategies. An emphasis is placed on creating an organizational philanthropic culture based on ethics and donor relationships. Students create a resource development plan for the organization designed in the Introduction to the Nonprofit Sector course.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMPP 6910 - Capstone Seminar♦

(5 cr.)
Students in this course have an opportunity to integrate learning from courses in the program in a capstone project, defined as an applied project with a written paper or a research paper. Students may use the capstone to focus on governance, policy, or leadership and management in either the public or nonprofit sectors or take a cross-sector comparative perspective.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMSL 6000 - Dynamic Leadership♦

(3 sem. cr.)
Being an effective leader is essential in business and demands that an individual has a
strong set of competencies including the ability to understand one’s self, motivate others, understand organizational culture, and manage ambiguity. In this course, students begin their personal and professional transformation by closely examining their current strengths and weaknesses, values, decision-making processes, and approaches to dealing with difficult problems. Students also explore leadership in turbulent times by examining how effective leaders think as well as how various management styles impact situations and relationships within an organization.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMSL 6010 - Managing People and Promoting Collaboration♦

(3 sem. cr.)
Contemporary business environments are increasingly competitive, global, fast paced, and knowledge intensive. In these environments, effective use of human capital is vital to an enterprise’s success and survival. In this course, students will explore practical issues related to developing individuals and managing collaboration and will examine the skills and strategies necessary to address them effectively. Students will examine ethical and legal implications of managing a diverse workforce including issues that arise from cross-cultural differences and virtual work settings. The importance of communication as a tool to manage internal and external relationships is emphasized as it relates to the effectiveness of managing people to achieve organizational goals.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMSL 6100 - The Character of Leadership

(3 sem. cr.)
There are many challenges in the work of an ethical, vision-oriented leader at any level of organization. In this course, students examine these challenges and learn about the skills needed to navigate in turbulent, changing environments that often pose difficult choices. Students explore concepts related to level-five leadership and servant leadership, and they begin the process of self-assessment and reflection-in-action. Students are also provided with an introduction to Walden University, graduate studies at Walden, the MS in Leadership program, and all related processes and policies, including best practices of online learning and employing graduate-level standards to coursework.

MMSL 6105 - Finding Your Inner Leader♦

(3 sem. cr.)
Being an effective authentic and trustworthy leader requires considerable self-awareness based on commitment to candid self-reflection and the wisdom to recognize how they
can best serve others through creating shared vision for a better future. In this course, students examine their values, experiences, skills, capabilities, preferences, and knowledge in context of their leadership aspirations. Students will examine factors that affect their ability to influence and inspire others and create plans to strengthen these leadership skills. Students will learn strategies to navigate in turbulent, changing environments that often pose difficult choices and discover how leaders rise to meet challenges and opportunities.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMSL 6110 - Building Organizational Culture: Leaders as Architects♦

(3 sem. cr.)
Organizational leaders act as partners in shaping, and are shaped by, the organizational cultures they seek to influence. Students in this course learn to recognize the elements that make up an organization’s culture as well as ways to harness these for positive change and organizational success. They explore perspectives on how to make conceptual sense of the cultural landscape of organizations and examine the implications for leading and building effective communities at various levels of application. Students assess and discuss a variety of topics, such as tools of self-development, the reciprocal nature of leadership, and cultural components.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMSL 6115 - Communication for Leaders and Managers♦

(3 sem. cr.)
Effective communication is frequently cited as one of the most important factors in managerial and organizational success—as well as one of the areas of greatest dissatisfaction. In this course, students take a close look at the components of effective communication and hone strategies for communication success. They explore how self-perception and perception of others affect communication and will develop skills for communicating more effectively with diverse audiences. Topics include the communication process, interpersonal communication, self-awareness in communication, communication channels and mediums, and communicating across and beyond the organization.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMSL 6125 - Initiating and Managing Change♦

(3 sem. cr.)
Today’s business environment is constantly evolving to accommodate changes in
economy, leadership, new regulations, and internal reduction and growth. Organizations require leaders who know how to work through barriers to effect positive and efficient organizational change. Students in this course learn about situations that constitute and require such change. They engage in a variety of assignments through which they explore effective strategies for initiating change and anchoring change into corporate culture to achieve organizational goals as well as for managing unplanned or unwelcome change. Students explore a variety of approaches and methods to transition individuals and organizations within evolving environments. They distinguish between reactive responses and proactive responses to change and examine the implications of culture, inertia, and uncertainty. Additionally, students explore the importance of understanding motivation and effective communication in mitigating negative reactions to change and facilitating the change process itself.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMSL 6175 - Managing, Mediating, and Resolving Conflict ♦

(3 sem. cr.)
Managers and leaders must be skilled in conflict management including the capability to mediate or resolve conflict at the interpersonal through organizational levels. Students in this course explore the challenges of managing people in times of perceived conflict and dispute, and they work toward developing skills to identify different types of conflict situations. Students will gain the knowledge of methods and tools to prevent, manage, and break inherent conflict. Students also consider the implications of emotion and the multifaceted array of conflict-management styles—factors for which professionals must account. They engage in hands-on, practical exercises in general contingency thinking and action approaches and communication styles designed to help them resolve conflicts and move toward win-win outcomes.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMSL 6201 - Individual and Organizational Performance Management ♦

(3 sem. cr.)
Performance management involves the ongoing activities of employee evaluation and development focused on achieving the organization’s short- and long-term goals. Performance management also is required to meet ethical and statutory requirements. Looking at the continuous nature of performance management underscores the importance of identifying and supporting talent development. Students assess performance management systems within the context of the defined system metrics supporting the organization’s goals, and they assess the role of performance management in strengthening the organization through diversity and inclusion.

Students may take this as a non-degree course, which means they do not have to be enrolled in a
MMSL 6510 - Building Organizational Capacity Through Succession Planning♦

(3 sem. cr.)
Organizations need to identify strategic talent today for their future success. In this course, students explore the processes that define an organization's future human resource needs, identify the gaps between today's resource requirements and future needs of the organization, and develop strategies to meet these needs. Through interactive discussion and practical exercises, students learn how to develop internal talent profiles, define career management tracks, conduct internal recruiting, develop comprehensive succession planning strategies, and use information technology to support these activities.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMSL 6520 - Building Human Capital Through Training and Development♦

(3 sem. cr.)
Training and development provide an organization's workforce the tools it needs to contribute to success. Students explore the processes of conducting a needs assessment and developing a training proposal that builds the business case for a training intervention for both individuals and groups, creating the basis for an annual training and development plan. Integrating adult and workplace learning theory into the development of training solutions, students learn how to design, implement, and evaluate the effectiveness of a training solution.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMSL 6540 - Innovation and Technology♦

(3 sem. cr.)
Contemporary and successful leaders must leverage technology in every appropriate way to achieve goals in the complex global environment. In this course, students explore the role of information and information technology in organizations and learn how to identify and analyze emerging technologies, including and beyond the scope of information technology. Students focus on the importance of technology and innovation in today's multifaceted environment as well as the ethical implications thereof. Through individual and group applications, students examine strategies to nurture innovation and cultivate technology development. They also take time to reflect on concepts presented in the course and consider how they can use this information to become the type of leader who effects change through innovative means.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a
MMSL 6550 - Strategic Human Resource Management

(3 sem. cr.)
In today's organization, human resource management plays an important strategic role and increasingly contributes to its competitiveness. Students will explore how a more proactive and systemic approach to human resources addresses strategic business challenges throughout the organization—market positioning, talent acquisition, innovation, product development, quality, customer service, and operating functions. Students will see how results-based performance management is tied to the organization's strategic agenda. Students will compare different theoretical perspectives of strategic human resource management and see the value of preparing employees of the future today to create sustainable competitive advantage.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMSL 6560 - Managing Business Partner Relationships

(3 sem. cr.)
Human resource departments are increasingly becoming networked organizations. Students in this course build the skills needed to evaluate build-or-buy alternatives for meeting human resource needs, negotiate contracts with service providers, develop service-level agreements, and track progress of ongoing contracts. Students examine how the human resource professional can leverage systems to integrate vendor-supplied services such as training, consulting, recruiting, assessment, coaching, and information systems.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMSL 6605 - Performance and Management

(3 sem. cr.)
Performance management is a set of practices and processes that creates career opportunities to attract appropriate resources, establishes an environment that nurtures individual productivity and development, and smoothly transitions individuals to their next position or organization. Students in this course are provided with the opportunity to address these three key sets of processes. They practice writing job descriptions, selecting the right employees, developing skill-based performance standards, effecting relevant onboarding programs, and implementing educational and training programs intended to drive the success of employees and the organization as a whole. They explore how to maximize employee productivity through structured feedback, coaching, reflective performance development conversations, effective compensation models,
employee recognition programs, and career development paths. Students also examine ways to improve performance management systems by integrating feedback from the exit interviews of valued employees.

**MMSL 6620 - Fostering a Culture of Innovation**

(3 sem. cr.)
In today's complex and uncertain environment, innovation is important to achieving business success. In this course, students examine how to be effective creative leaders who can readily apply imagination to resolve complex problems. Additionally, students explore methods to establish a work environment conducive to creative thinking. Students will gain a set of proven methods, skills, and strategies that enable innovative breakthroughs to occur in a much more deliberate and predictable manner.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMSL 6635 - Harnessing the Power of Data and Information**

(3 sem. cr.)
Effectively using data and information can make the difference in whether the best decisions are made or problems are solved correctly. There are multiple approaches to practical managerial problem solving that are rooted in the systematic collection, analysis, and display of relevant data and information. In this course, students examine the importance of data, beginning with the process of transforming data into information, and then focusing on the best methods for presenting that information in support of sound and ethical decision making. Students evaluate common misinterpretations or errors in working with data and determine how to detect data and information presented in a deceptive manner. Students explore current paradigms in data-based decision making and problem solving. They learn how they can use these analytical-thinking practices to improve their general managerial decision-making skills.

**MMSL 6645 - Improving Business Performance**

(3 sem. cr.)
One of the most critical challenges in maintaining and improving organizational performance is identifying core strengths and weaknesses within the organization and across the more general value creation landscape. The focus of this course is on the challenges and opportunities for managers to create value and to increase organizational performance through the effective deployment of systems thinking and change management skills. Students in the course explore systems thinking as a process whereby problems are viewed as individual components within a larger system and explore how various operational and systems thinking frameworks can be utilized to optimize organizational performance in both industrial and service settings.

Students may take this as a non-degree course, which means they do not have to be enrolled in a
MMSL 6655 - Marketing Communications, Storytelling, and Persuasion

(3 sem. cr.)
Whether one is addressing a customer, an audience, or a jury, the aim is to use the tools of persuasion to influence individuals to take action. Especially in social media, it is critically important to establish an appropriate tone, voice, and personality. Tying these strategies to the overall brand positioning is even more important. It has been found that storytelling is one of the most effective tools of persuasion. Rather than simply stating the facts, the story puts facts into a meaningful context, so that the consumer can understand and empathize with the characters in the story and, therefore, identify with the brand's social media personality. In this course, students explore the elements of the story and the approaches used to develop content. Understanding the impact of individual channels on a strategy for integrated marketing communications and positioning allows the marketer to allocate budgets more effectively and efficiently.

MMSL 6660 - Personal Leadership: Mentoring and Coaching♦

(3 sem. cr.)
Mentoring requires an understanding and integration of many theories, including leadership, interaction, and communication, that support the development of effective leaders. Students in this course understand and apply skills of effective mentoring, such as active listening, learning, empowering, and enabling change. Students engage in practical exercises, such as using feedback to create interactive dialogue and asking questions to acquire a deeper understanding of mentoring and coaching processes. In consideration of modern and virtual environments, students explore the challenges of mentoring or coaching individuals in a virtual or team setting.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.);1-443-627-7222 (toll)] for more information.

MMSL 6665 - Creative Strategy and Execution: From Brief to Presentation

(3 sem. cr.)
Students in this course leverage a wide range of knowledge and skills to conceive and execute a global communications campaign that uses traditional and digital media. Grounded in concepts of integrated marketing communication, students have the opportunity to develop and review a creative or innovative brief. Students generate solutions for that brief across the phases of the creative process, present and defend solutions, and evaluate solutions using metrics. Topics include the creative process, integrated marketing communication, selecting appropriate channels, pitching and selling ideas, and evaluation metrics.
MMSL 6670 - Budgeting and Resource Allocation

(3 sem. cr.)
A key function of management is the ability to interpret financial data to make effective decisions. It often involves careful planning and forecasting that takes into account many factors, such as expenses, investments, and often, unforeseen financial obligations. Students examine the role of various accounting tools, budgeting, and resource allocation along with related processes within the organizational context and how those can be used effectively. They examine processes related to managing budgets and strategies to read and communicate effectively the often complex financial information related to organizational performance and then use these tools to make sound decisions. Students also explore and discuss the implications of resource availability as well as methods to plan for and prioritize the use of resources, while considering ethical issues related to sustainability and resource scarcity.

MMSL 6680 - Individual and Organizational Commitment to Social Responsibility♦

(4 sem. cr.)
Taking into account global concerns, such as human rights, the environment, and factors of sustainability, individuals and organizations alike have incorporated a business model with a vision of change and a mission to positively influence society. In this course, students explore multiple approaches to understanding and improving the systemic relationships and obligations that exist among individuals, organizations, and the larger set of connected communities. Through assessment of past and current corporate practices of successful organizations, students gain practical insight on effective and non-effective strategies, in addition to related ethical considerations. Through application and reflection, students consider the role they can play in implementing change and growth without doing harm through unintended byproducts and outcomes, developing the ability to practice social responsibility as part of their daily work.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMSL 6681 - Social/Environmental Entrepreneurship and Sustainable Development♦

(4 sem. cr.)
Leaders can have a major impact on the environment and the lives of others through the promotion of positive social change in private enterprise. In this course, students explore and evaluate opportunities to create value through the development of new organizations that respond in sustainable ways to the needs of the micro-level community and the world at large. Students prepare to build new organizations that solve problems within a systems context. They gain hands-on experience drafting new venture plan outlines that focus on social and environmental entrepreneurship issues. Students assess and discuss planning, operations, and decision-making approaches from a
leadership perspective. They also build into their approach to planning, operations, and decision making a global awareness that begins within their local community and extends far beyond.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMSL 6700 - Introduction to Human Resource Management♦

(4 sem. cr.)
Students are provided with a comprehensive overview of human resource (HR) management in this course. Students explore the role of HR managers as strategic partners who focus on the mission and goals of an organization. Within the strategic and legal framework, they examine the remaining areas of HR management functions, including workforce planning and employment; human resource development; total rewards of compensation, benefits, and rewards; risk management of health, safety, and well-being; and employee and labor relations. Students examine the use of technology as a tool in providing HR metrics to measure outcomes. They also work toward gaining the skills that enable them to develop important employment- and HR-related policies and procedures, responsibilities inherent in HR functions, programs, and activities.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMSL 6701 - Strategic Human Resource Management

(4 sem. cr.)
In this course, students adopt a strategic view of human resource management programs in evaluating their alignment with organizational strategic goals for real-world problems. Students explore such concepts as human resource issues involved with mergers and acquisitions, global management of human resources, and high-performance systems required to achieve competitive advantage.
Prerequisites
  • MMSL 6700

MMSL 6730 - Strategies for Advancing Innovation and Technology♦

(4 sem. cr.)
Major fluctuations in the economy often force managers to make important, timely decisions that harness existing resources within their organization, leading to new developments and strategic advantage. In this course, students address important management challenges that are typical in today’s technology-based businesses. They learn ways to align business needs with technological solutions and identify new opportunities or applications for technology. Students have the opportunity to gain the requisite skills to manage processes that ensure technology solutions enhance an
organization’s competitive position.

Prerequisites
• MMSL 6540

❖ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMSL 6731 - Strategies for Implementing Innovation and Technology

(4 sem. cr.)
In light of rapidly evolving technology, there are many factors involved in ensuring that businesses remain successful. Such factors involve understanding new technological capabilities and aligning them with the goals of a company and the needs of customers. Students in this course explore these factors and examine how managers make decisions to help ensure their company remains innovative and technologically adept. They examine the processes and tools involved in implementing new technologies and formulate solutions to overcome related challenges. In addition, students examine and discuss how technology solutions are affected when the context is global in scope.

Prerequisites
• MMSL 6630

MMSL 6740 - Entrepreneurship and New Venture Creation

(4 sem. cr.)
An important trend of which managers must be aware involves business organizations moving from a profit-only mentality to one in which they utilize their profits and other resources to enhance society. Students in this course explore entrepreneurial concepts and processes that apply to startup enterprises as well as those that are well-established with an innovative focus or entrepreneurial spirit. Students engage in coursework focused on market opportunity, risk management, change management, innovation, product development, financing and raising capital, intellectual property, and commercialization. They have the opportunity to apply these and related concepts to problems common in contemporary organizational contexts.

❖ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMSL 6741 - Building and Funding an Entrepreneurial Venture

(4 sem. cr.)
In this course, students continue to build their entrepreneurial skills and knowledge by addressing problems drawn from real-world organizations. Students analyze how the organization contributes to society (local, national, or international), how entrepreneurship and commercial activities affect the environment, and how the
potential of forming "glocalities" (a combination of individuals, business organizations, and political agencies) becomes more significant in the future in terms of working in unison to better society. Students also use case studies and other practical exercises to evaluate innovative funding sources and investigate the challenges involved in maintaining growth and sustainability.

Prerequisites

- MMSL 6640

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMSL 6750 - Foundations in Project Management♦

(4 sem. cr.)

Students are introduced to the art and science of project management as applied to different types of project situations. They learn about the tools, techniques, and methodologies used to lead a project successfully throughout the project life cycle. They analyze the role of the project manager as an integral administrator overseeing the execution, progress, and interaction of all parties involved. They explore the function of the project management office (PMO), project organizations, team building, project selection, and portfolio management. Exploring context through real-world problems, students learn how managers employ the scope of work, work definition, scheduling, risk management, control, and close out throughout the course of a project. In addition, students learn how project managers use requests for proposals (RFPs), proposals, and contracts to define a project clearly and safeguard their company.

Note: There is a special technology requirement for this course, requiring the use of Microsoft Project. The software will be provided in trial form, but there is not a Mac version available in this software. Students in this course are required to use Microsoft Windows XP or Server 2003 or later. Since Mac users may experience difficulty using the software, we recommend the following: (a) Mac users should be prepared to use a PC during this course, or (b) Mac users should purchase the appropriate software or hardware to be able to replicate the Windows environment on their Mac.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMSL 6751 - Project Management Skills for Managers

(4 sem. cr.)

As organizations continue to grow in scope and size, so do their projects, requiring individuals with a unique and diverse set of management skills who are able to see a product through from conception to distribution. In this course, students delve deeper into the realm of project management to assess its impact on the business environment in a domestic and global context. Students examine the "soft" skills of project
management as the keys to improving its practice. In the context of real-world problems, they assess research and engage in practical simulations to determine best practices of project management in today's organizations.

**Prerequisites**
- MMSL 6650

**Note:** There is a special technology requirement for this course, requiring the use of Microsoft Project. The software will be provided in trial form, but there is not a Mac version available in this software. Students in this course are required to use Microsoft Windows XP, Server 2003, or later. Considering Mac users may experience difficulty using the software, we recommend the following: (a) Mac users should be prepared to use a PC during this course, or (b) Mac users should purchase the appropriate software or hardware to be able to replicate the Windows environment on their Mac.

**MMSL 6801 - Organizational Effectiveness and Leadership**

(3 sem. cr.)
Achieving measurable progress toward the organization's goals, or the degree to which the outcomes are achieved, is the meaning of organizational effectiveness. It is a key responsibility of human resource (HR) departments to plan for and support the organization's ability (both in terms of capacity and agility) to achieve the goals. HR has a leadership position in building organizational effectiveness, since capacity is directly proportionate to people and talent, and agility is directly related to how well an organization and a team responds to the need for change. Having the right people in the right positions and anticipating and filling gaps in key talent areas collectively lead to an organization's success. This course prepares the student with the skills to design and lead key organizational initiatives that both build its capacity and competitively position it for success.

◆ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMSL 6905 - Capstone: A Case for Leaders as Change Agents**

(3 sem. cr.)
Leaders face all sorts of complex issues and opportunities to effect positive change that require well-thought-through solutions. To be effective, leaders must be able to analyze facts, assumptions, and theories and prioritize potential solutions. Students in this course apply their leadership skills and knowledge and build upon those to critically analyze a challenging leadership situation and create a vision for bringing about a better condition. Students integrate themes from the program as well as their own authentic leadership preferences and experiences to develop a leadership case study that will enable them to showcase their ability to put their transformational leadership capabilities into action.
MRKT 3001 - Marketing

(5 cr.)
Students examine basic marketing functions and the execution of successful marketing processes. They gain a fundamental understanding of marketing concepts, practices, terminology, associated technologies, and practical applications including customer relationship management.
Prerequisites
BS in Accounting
- BUSI 1001 or BUSI 1002
BS in Business Administration
- BUSI 1001 or BUSI 1002
BS in Communication
- BUSI 1001 or BUSI 1002
All Other Programs
- BUSI 1002

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MRKT 4501 - Marketing Management

(5 cr.)
Successful business strategies and policies depend on effective marketing management processes and knowledgeable leaders. Through this course, students have the opportunity gain the creative decision-making skills required to develop and implement strategic marketing programs. Students learn about fundamental concepts and elements of marketing, including marketing mix, channels of distribution, and industrial and international marketing. They evaluate current events and contemporary business case studies to develop a real-world understanding of the development, organization, implementation, and control of the marketing plan.
Prerequisites
- MRKT 3001

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MRKT 4502 - International Marketing

(5 cr.)
Keeping with the 21st-century shift to globalization, businesses often need to extend their services beyond their home country to keep a competitive advantage. In this course, students explore the cultural, legal, technological, and financial aspects of various
countries to understand the driving forces of marketing within a multinational framework. In addition, students learn to apply the tools of the marketing management process to the international environment. Through this course, students work toward gaining the strategic decision-making skills that professionals use to compete in the global marketplace.

Prerequisites
- MRKT 3001

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.);1-443-627-7222 (toll)] for more information.

MRKT 4503 - Strategic Services Marketing♦

(5 cr.)
Marketing a service requires a different approach than marketing a traditional product. Services and products each serve different emotional, physical, and intellectual needs, so marketers must learn to present them strategically to consumers. In this course, students evaluate how service marketing differs from product marketing. They explore concepts such as the service marketing mix, total quality management, customer perceptions of services, and the pricing of services. They assess and discuss the role of pricing, the importance of adopting strategies, and the role of service environments. For a practical understanding of the service industry and marketing, students develop a comprehensive plan in the context of real-world service challenges.

Prerequisites
- MRKT 3001

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.);1-443-627-7222 (toll)] for more information.

MRKT 4504 - Global Marketing

(5 cr.)
In this course, students examine foundational concepts in global marketing. Examples and cases cover both developed and developing markets. Topics include culture and marketing, global and local competitors, cross-cultural consumer behavior and research, and intercultural marketing communications.

Prerequisites
- MRKT 3001

MRKT 4505 - Hispanic Marketing in a Multicultural Context♦

(5 cr.)
Students address key issues in developing and implementing marketing strategies with an
emphasis on business environments that incorporate a Hispanic cultural perspective. Topics include relating marketing strategy to organizational strategy, research and forecasting approaches, competitive analysis, and implementation of marketing strategies.

Prerequisites
- MRKT 3001

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MRKT 4506 - Marketing Communication♦

(5 cr.) Developing targeted communication media (written, spoken, digital, broadcast, and printed) is necessary to specifically support the marketing initiatives and strategies of any planned effort. Students will use the tools and skills of integrated messaging, image clarity and enhancement, media relations, positioning, and persuasion. Basic principles are applied to evaluate successful and failed marketing communications efforts.

Prerequisites
- MRKT 3001

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MRKT 4511 - Marketing Communications♦

(5 cr.) Students in this course prepare to engage effectively in the practice of developing targeted communications—written, spoken, broadcast, and printed—that specifically support the marketing initiatives and strategies of any planned effort. Students hone their problem-solving and creative skills while practicing with marketing tools, such as integrated messaging, image clarity and enhancement, media relations, positioning, and persuasion. They use basic marketing principles to assess successful and failed marketing communications efforts and create a portfolio of useable approaches.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MRKT 4512 - International Marketing Communications♦

(5 cr.) Students in this course learn concepts to expand the scope of their marketing communications knowledge to include international breadth and depth. They address unique challenges, including culture, globally diverse markets, international regulation,
and media differences, while embracing the remarkable opportunity of international exchange. Using integrated marketing communications principles, students engage in practical applications of content, such as the planning, development, and implementation of a marketing communications campaign for the global market. Through these globally focused projects, students acquire the necessary awareness and essential skills to function within the international marketing arena.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MRKT 4513 - Media Planning and Purchasing♦

(5 cr.)
There is more to marketing a product or service than creating an engaging commercial or a colorful ad. A critical aspect of implementing a marketing plan involves deciding how to distribute the message, whom the message will reach, and through which media avenue the message is delivered. With the rise of technology and telecommunications, this task is becoming more and more challenging. In this course, students explore these challenges and become grounded in fundamental concepts of media planning, such as gross rating points and effective reach. They use modeling tools that allow them to see the effects of different media plans in putting into operation a media strategy as part of a larger plan. Ultimately, students learn to develop an effective plan with appropriate reach and impact.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MRKT 6100 - Integrated Marketing in the Digital Age

(3 sem. cr.)
Marketing strategies continue to change as a result of new and innovative digital opportunities. To remain competitive in today's fast-paced environment, organizations must have an integrated strategy. Students in this course explore a variety of marketing tools and platforms—both traditional and digital—and the role they play in a strategic marketing mix. Students will examine the role of marketing within an organization and learn how consumer insights and online behavior can influence product, price, distribution, and promotion. Course content also includes the coordination of mass, direct, and online marketing activities and channels; market analysis; and the challenges and opportunities that marketing technologies bring.

MRKT 6110 - Digital Marketing♦

(3 sem. cr.)
Through the use of digital marketing tools and strategies, organizations can assess how digital campaigns are performing and can respond in real time. The response may be
content change, keyword search modifications, or even budget allocations across channels. Digital marketing, however, relies on the marketer knowing advanced concepts and best practices for emerging media platforms to reach and influence consumers. Students can learn to assess online analytics and interpret performance results to determine campaign return on investment (ROI). Insights are provided about the best website design practices, as well as about the ways in which web-based tools support digital marketing, search engine optimization (SEO), online advertising, and the integrations of channels such as mobile, display, video, and social media.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MRKT 6120 - Relationship Marketing

(3 sem. cr.)
Discover how to foster consumer loyalty and increase customer retention through the application of relationship marketing. Throughout this course, students can explore ways to leverage Internet communication channels and technologies to engage, convert, and retain customers in both business-to-business (B2B) and business-to-consumer (B2C) markets. Additionally, students examine how to plan, design, and execute fully integrated customer relationship management (CRM) systems to get insight into customers' preferences, provide personalization, and provide targeted messaging automation. Other relationship marketing topics include database marketing across traditional and digital media, digital/social CRM, and customer experience management (CEM).

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MRKT 6130 - Communicating Using Social and Digital Media

(3 sem. cr.)
While some companies may still be asking, "Why should we care about social media?" most are now asking, "How can we leverage the power of social media?" In this course, students examine how social media has changed the way consumers interact with brands and apply elements of storytelling to develop a social media strategy for an organizational scenario. In addition, students explore issues of ethics, privacy, and media law that are heightened by social media and digital communication distribution. Topics include types of social media, audience appropriateness, reputation management, social media strategy, evaluation methods, and the communications regulatory environment, including media law and privacy.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MRKT 6135 - Harnessing the Power of Data and Information
Effectively using data and information can make the difference in whether the best decisions are made or problems are solved correctly. There are multiple approaches to practical managerial problem solving that are rooted in the systematic collection, analysis, and display of relevant data and information. In this course, students examine the importance of data, beginning with the process of transforming data into information, and then focusing on the best methods for presenting that information in support of sound and ethical decision making. Students evaluate common misinterpretations or errors in working with data and determine how to detect data and information presented in a deceptive manner. Students explore current paradigms in data-based decision making and problem solving. They learn how they can use these analytical-thinking practices to improve their general managerial decision-making skills.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MRKT 6140 - Market Research and Customer Insights**

Understanding consumer behavior is essential for developing and effectively marketing products and services. In this course, students can learn how to use customer data and insights to improve strategic marketing decisions and improve performance. Students have the opportunity to analyze factors that influence buyer behavior during all stages of the purchasing process and to consider how learnings can be translated into product strategy and related marketing decisions. Additionally, students will study market segmentation and targeting practices as key means of differentiation.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MRKT 6150 - Marketing Communications, Storytelling, and Persuasion**

Whether one is addressing a customer, an audience, or a jury, the aim is to use the tools of persuasion to influence individuals to take action. Especially in social media, it is critically important to establish an appropriate tone, voice, and personality. Tying these strategies to the overall brand positioning is even more important. It has been found that storytelling is one of the most effective tools of persuasion. Rather than simply stating the facts, the story puts facts into a meaningful context, so that the consumer can understand and empathize with the characters in the story and, therefore, identify with the brand’s social media personality. In this course, students explore the elements of the story and the approaches used to develop content. Understanding the impact of individual channels on a strategy for integrated marketing communications and positioning allows the marketer to allocate budgets more effectively and efficiently.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
MRKT 6160 - Design Thinking: Strategy and the Creative Process♦

(3 sem. cr.)
The ability to marry creative artistry with the strategic business needs of the client is essential for success. In this course, students explore the concepts of design thinking, strategy, and the creative process as tools to solve business problems. Topics covered in this course include an overview of the design business landscape, understanding the creative brief, audience insight, and cultural awareness as foundational to the creative process. Students focus on developing creative, problem-solving approaches that are relevant to real-world business needs.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MRKT 6170 - Brand and Product Management♦

(3 sem. cr.)
Key differences exist between brand and product management, and, yet, both are crucial to the success of a product or service. In this course, students will explore the many elements of brand management, including brand architecture, the development and sustainability of the brand, brand positioning, and the perceived value of the brand. Students will analyze competitive information, and can learn to apply that knowledge in areas such as product differentiation. Throughout the course, students also will examine the critical business skills, tools, and techniques necessary for effective product management. Students will focus on the stages of a product's lifecycle, consumer demand and pricing, multichannel product management, and the fundamentals of profit and loss management.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MRKT 6900 - From Marketing Strategy to Execution♦

(3 sem. cr.)
How can a marketing plan help a business meet its goals and objectives? How can a marketing plan help capitalize on consumer insights and trends? How can the latest innovations and communication strategies be used to reach the target audience? In this course, students will be immersed in all aspects of developing a comprehensive 3-year marketing plan that aligns with an organization's business strategy and helps marketers make better decisions about their products, services, customers, brand, and competition. Students can learn to apply best practices for market segmentation, consumer insights, competitive analysis, brand positioning and strategy, and consumer acquisition and retention strategies, as well as developing tactical ideas for each strategy,
and providing financial justification for the plan.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MSED 6010 - The Passion to Teach

(1 sem. cr.)
Teaching is among the most valuable and meaningful professions an individual can choose; yet, given the nature of the modern educational climate, it is also one of the most challenging. Educators in this course explore the definition of professionalism, examine the challenges of today's classrooms, and discuss what it means to be a professional in today's learning environment. This course is designed to reignite educators' passion for teaching and to support the development of skills for graduate-level online learning.

MSED 6015 - Communicating Professionally

(1 sem. cr.)
Educators explore what it means to participate in a culture of scholarship and utilize the many resources that Walden provides to ensure academic success. Through the development of their own research-based philosophy of education, education professionals deepen their written communication skills, their confidence in expressing ideas in an effective manner, and their ability to distinguish popular from peer-reviewed resources. Educators also strengthen their knowledge of APA Style and formatting techniques.

MSED 6020 - Planning for Professional Growth

(1 sem. cr.)
Effective teachers are leaders who make a positive difference in classrooms, schools, and society. They are also lifelong learners who remain current in research-based educational resources, advancements, and practices. In this course, educators are introduced to the standards, dispositions, and proficiencies guiding the practices of teacher-leaders and engage in self-reflection of their own teaching experiences. By defining their professional identities and synthesizing resources, education professionals create individual learning and professional goal plans outlining what they want to know and be able to do at the conclusion of their master's degree journey.

MSED 6025 - Exploring Diversity in the Learning Environment

(1 sem. cr.)
In today's learning environment, global awareness is increasingly important, and educators need to demonstrate leadership and cross-cultural skills to set a positive example for students, families, and colleagues. Educators in this course use scholarly
resources to identify and critically think about issues related to diversity in classrooms, schools, and communities. They engage with interactive case scenarios and assess their own beliefs related to serving diverse student groups and their families.

MSED 6030 - Meeting the Needs of Diverse Learners

(1 sem. cr.)
Education professionals in this course explore culturally responsive teaching practices; the value of adapting the learning environment for multiple diverse populations; and strategies for collaboration with colleagues, families, and communities. Dynamic teachers meld student background experiences with differentiation strategies in order to engage all learners in high-quality learning experiences. In this way, educators ensure more equitable access for all learners and promote positive social change. They analyze demographic data, identify an underserved population, assess their personal diversity proficiencies, and apply key concepts of diversity to develop a Diversity Project for their current school setting.

Prerequisites
- MSED 6025

MSED 6035 - Teachers as Social Change Agents

(1 sem. cr.)
In this course, educators examine the concept of positive social change and analyze the impact it has on local, state, and national learning environments. Advocating for positive social change can start in the classroom but should expand to the educational community and beyond. Therefore, educators work toward becoming a social change agent by aligning Walden University’s mission with their own beliefs about student learning, investigating challenges in their current school setting, and developing a social change action plan for their local educational environment.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MSED 6110 - The Collaborative Educator

(1 sem. cr.)
Leadership and collaboration are core competencies for today’s teachers and are skills educators must embrace and continually refine. Educators in this course assess their communication style and examine the benefits and challenges of leading and collaborating with others to maximize the learning potential of every student. By practicing their leadership and collaborative skills using interactive simulations, education professionals apply the skills and dispositions that foster leadership and produce collaborative relationships with colleagues and families.

Students may take this as a non-degree course, which means they do not have to be enrolled in a...
MSED 6115 - Designing Engaging Instruction♦

(1 sem. cr.)
Teachers ensure continuous improvement for student learning through attention to the relationship among classroom curriculum, instruction, and assessment. In this course, educators build upon their skills in designing and differentiating instruction and add effective strategies for doing so to their professional library. They analyze a variety of learning theories, learner variables, and data-informed practices to design standard-based plans for P–12 classroom curricula that meet the diverse learning needs of their students.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MSED 6120 - Enriching Learning With Technology♦

(1 sem. cr.)
Technology is changing how individuals learn, work, and live faster than they have ever changed before. A technology that is new today will be obsolete in a few years. How do educators keep up with new technologies in order to enrich learning in their classrooms? In this course, education professionals examine the future of technology-based teaching and learning, discover promising trends, and explore instructional strategies and tools to facilitate content area literacy and learning. They investigate the technology-related challenges in their own school setting and develop grant proposals to change initiatives in their classroom.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MSED 6125 - Differentiating by Design♦

(1 sem. cr.)
Multiple strategies are often needed to differentiate instruction for all learners. Strategies often need to be adjusted from lesson to lesson; and, as teachers today know, not all strategies work for every student, every time. In this course, educators explore the practice of differentiating instruction by content, process, and product as a way to meet students’ diverse learning needs. Applying the concepts of universal design for learning and their classroom curriculum, education professionals plan and implement a lesson differentiated by content, process, and product with their students.

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MSED 6130 - Increasing Student Engagement♦
To optimize student achievement, effective teachers create learning environments that are engaging, supportive, and respectful, and that foster positive relationships with P–12 students and their families. Educators explore and implement strategies to motivate and engage students at the individual level to optimize learning. By reflecting on their current skills, analyzing current educational theories, and creating tools to support classroom management, educators gather additional resources to support increased student engagement and motivation and to build positive relationships in their educational settings.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.);1-443-627-7222 (toll)] for more information.

MSED 6135 - Effective Behavioral Interventions♦

(1 sem. cr.)
Just as teachers must implement strategies for managing dynamic classroom systems to create clear and consistent expectations, so must they include strategies to address individual student behavior needs. Educators are called upon as professionals to observe and assess behaviors in order to create behavioral interventions for learners in any classroom setting. In this course, education professionals engage with case scenarios to analyze student behaviors and offer support to colleagues. Throughout the course, educators implement behavior strategies and interventions and create a customized behavior support system for one student that will serve as a model for learners in their current school setting. They develop professional development resources using evidence-based practices for improving behavior to share with colleagues and to add to their professional library.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.);1-443-627-7222 (toll)] for more information.

MSED 6140 - Designing Data-Driven Instruction♦

(1 sem. cr.)
When teachers are data literate, they inform their professional practice by providing a strong support for meaningful classroom change based on a school environment of data use. In this course, educators explore the meaning of data literacy, assess whether their educational settings are data literate, and examine how they currently use data to drive instruction. Education professionals investigate various methods and strategies for using data in their classrooms to plan and design instruction and to support student performance.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.);1-443-627-7222 (toll)] for more information.

MSED 6145 - Inquiry-Based Teaching and Learning♦
Inquiry-based teaching strives to ignite student curiosity about the world. It is used to shift learning to be more student-focused and promotes student engagement. The development of stimulating questions plays a key role in this approach to teaching and learning. In this course, educators examine student-directed learning and inquiry-based teaching strategies.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MSED 6150 - Implementing a STEM Approach

While the concept of STEM education is not new, the concept of integrating science, technology, engineering, and math principles as a part of daily practice continues to evolve and looks different in each classroom, school, and district. Foundationally, implementing a STEM approach requires a change in how teachers teach and learners learn; therefore, how educators apply STEM principles in the classroom depends on the educators themselves and the learning needs of their students. In this course, educational professionals explore STEM teaching and learning strategies and the shifts in pedagogy and attitude required to implement a STEM approach. Educators also explore pedagogical models designed to inspire innovative thinking and how STEM principles can be used to advocate for and affect social change in the classroom and community.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MSED 6155 - Fluencies for the Digital Generation

Today’s ever-changing and emerging technologies are transforming society: how people live, how business is conducted, and how digital natives learn. For students to be successful in the digital landscape, they will need to acquire proficiency in the digital literacies, or fluencies, of solution, information, creativity, media, and collaboration. In this course, educators redefine what it means to be literate in today’s technology-rich world and explore how to implement strategies supporting each fluency for digital natives in their classrooms. Through the development of a Fluency Project, they explore the use and application of various technologies to enhance learning and support collaborative problem-solving.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MSED 6160 - Understanding English Language Learners
Students have always had diverse learning needs, but today’s classrooms—with K–12 students from a wide array of linguistic and cultural backgrounds and experiences—are more diverse than ever before. Educational professionals examine concepts of culturally responsive teaching, language acquisition, and psychology to better support English language learners. They explore ways to create a learning environment that values all linguistic and cultural backgrounds, supports language development and acquisition, and ultimately enhances the learning of all students. Through an interactive case scenario, educators apply strategies to learn about a student’s language, culture, and community, and add resources to their professional library on supporting linguistically diverse students.

**MSED 6165 - Teaching English Language Learners**

Making academic content accessible and comprehensible for English language learners requires K–12 teachers to know and be able to execute specific strategies. Educators in this course apply practical strategies to support English language learners’ academic language development so they can achieve a high degree of proficiency in listening, speaking, reading, writing, and vocabulary in English-language learning environments. Through the development of professional development materials, education professionals examine current research and strategies to prepare lessons that integrate both content and literacy objectives to better enhance the English language development of English language learners in general classroom settings.

**MSED 6170 - Advocacy in Education**

In the ever-changing educational landscape, if teachers are not one of the voices in support of learners, who will be? In this course, educators explore the importance of speaking on behalf of students when educational needs are not being met. By examining research and collaborative dialogue, education professionals explore strategies for advocacy and what it means to be an advocate in the field. Educators challenge themselves to be innovative and transformative in how they think and act regarding how their students learn and the impact of advocacy on families and the school community at large.
MSED 6175 - The Ethical Teacher–Leader♦

(1 sem. cr.)
Educators not only teach, they lead. Developing teacher leadership skills is an important component of positively impacting student success, not only in an individual classroom but also in a school and in learning communities. In this course, education professionals engage in personal assessment to cultivate the dispositions and attitudes of a teacher–leader and explore avenues for improving professional practice to share strategies with colleagues. Through a simulated ethical dilemma, educators examine their core values and beliefs regarding ethics as a teacher and leader in their school community.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MSED 6180 - The Trauma-Informed Educator♦

(1 sem. cr.)
In this course, educators examine the effects of trauma-causing events and situations on learners and families within schools and communities and what they can do to support students and their learning while recovering from trauma. Education professionals explore the cultural and ethical issues related to trauma within the school setting and strategies to support the psychological needs of students who experience trauma.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MSED 6185 - Literacy in the Primary Grades (P–3)♦

(1 sem. cr.)
Building a strong foundation of literacy skills and experiences in young children is critical to their success in school and life. In this course, educators examine the characteristics and essential literacy concepts of emergent and beginning readers and writers and current tools to support the literacy development of learners in preschool through third grade. Education professionals analyze appropriate developmental, research-based methods for meeting student needs and apply them to their own classrooms to build an effective literacy environment for emergent and beginning literacy learners.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MSED 6190 - Literacy Growth in Grades 4–6♦

(1 sem. cr.)
Grades 4–6 can present unique challenges and opportunities for literacy learning. Education professionals evaluate research-based instructional and assessment practices to help actively engage students in further literacy growth and achieve literacy goals. In
this course, educators focus on adding effective strategies to their professional library on supporting writing about texts, academic vocabulary, listening and speaking, and the use of technology for content-area reading. They consider how to incorporate different levels, types, and genres of text to support all students’ learning and literacy development.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MSED 6195 - Reading Interventions

(1 sem. cr.)
Today’s classrooms require teachers to become competent and confident in supporting both students who struggle with reading and writing and those who excel. Education professionals in this course focus on accelerating the literacy development of learners with reading difficulties—including students with exceptionalities—and on addressing the needs of gifted students. Throughout this course, educators examine informal and formal reading assessments, consider how to use data to inform reading instruction, and develop a plan to create positive changes in literacy instruction that will impact students’ learning in school and at home.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MSED 6200 - Developing Cognitively Demanding Mathematical Tasks

(1 sem. cr.)
Preparing students to be mathematically literate in today’s world is an important undertaking. To foster high levels of learning and achievement in mathematics, teachers must have a deep understanding of mathematical concepts and know how best to teach them. In this course, educators examine the characteristics of high-level, cognitively demanding mathematical tasks to meet the challenges of today’s high standards and foster student learning. They explore authentic and engaging mathematical experiences, including mathematical modeling, representing mathematical ideas in multiple ways, and identifying and addressing student misconceptions.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MSED 6205 - Orchestrating Mathematical Discourse

(1 sem. cr.)
Today’s headlines emphasize the need to prepare students for science, technology, engineering, and mathematics (STEM) careers; yet preparing students to be mathematically literate in today’s world is a heavy charge. Learners must know how to think mathematically, be critical consumers of information, collaborate with others to
reach common goals, and apply mathematical skills and understanding to tackle atypical, real-world problems. Educators in this course explore practices to orchestrate meaningful mathematical discussions in the classroom that engage students' intellect, stretch their thinking, increase their mathematical understanding, and expand their toolkit for solving everyday problems.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MSED 6210 - Developing Resilient Learners

(1 sem. cr.)
The ability to recover and endure when facing challenging situations is defined as resilience. In this course, educators examine the current literature and strategies for supporting students in developing resiliency and grit. They explore the impact they can have on increasing resiliency in students, including classroom strategies, interpersonal skills, and family outreach.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MSED 6901 - Capstone I: Defining the Action Research Question

(1 sem. cr.)
Educators in this course explore the action research process as a meaningful and vital aspect of the teaching profession. When education professionals hear the word research, it often conjures images of endless statistical analysis and long hours poring through journals and books on a given topic. Not surprisingly, these images may deter education professionals from engaging in research. Here, teachers are presented with concepts needed to conduct research in their own classrooms or schools and to enact positive social change. They begin the action research process by identifying a current issue or problem in their classroom or school setting, writing a literature review, and refining research questions.

MSED 6902 - Capstone II: Planning for Action Research

(1 sem. cr.)
Education professionals use action research to positively impact P–12 student learning in a variety of ways. They address relevant problems, become involved in collaborative inquiry, use data and research to inform their practice, improve P–12 student academic success, and contribute to positive social change in their classrooms and school environments. Educators in this course continue the action research process by drafting research plans, finalizing research questions, and planning for data collection.

Prerequisites
- MSED 6901
Note: Capstone I and II cannot be taken concurrently.

**MSED 6903 - Capstone III: Reporting on Action Research**

(1 sem. cr.)
In this course, education professionals collect and analyze student data, implement data-informed decisions to guide instructional planning, and engage in reflective practices to ensure continuous improvement and enhance professional growth. They complete the action research process by finalizing their action research and literature reviews, interpreting data, and outlining the impact of action research on future practices in their classrooms and social change in their school community. They do so as part of an inquiry and recursive process, one where professionals continuously evaluate and validate their findings to improve action research plans.

**Prerequisites**
- MSED 6901
- MSED 6902

Note: Prerequisites must be completed prior to enrollment in MSED 6903.

**MSEM 5100 - Critical Issues in Emergency Management**

(5 cr.)
Students in this course examine the theories and concepts underpinning contemporary emergency management and how to understand the phenomena of natural and human-caused disasters. Students examine the historical context of emergency management, the general process of risk assessment, the emergency management cycle, communications within emergency management and crisis planning, and the general policy and legal framework surrounding the process of emergency management in the United States with a focus on the National Incident Management System (NIMS). Case studies of major catastrophes are used to explore contemporary and practical hazard management. Students can complete the FEMA Emergency Management Institute courses IS-100.b - Introduction to Incident Command System and either IS-800.b - National Response Framework: An Introduction or IS700.a - National Incident Management System as part of this course. Nationally recognized certificates are awarded for successful completion of FEMA courses.

**MSEM 5363 - Public Safety Issues**

(5 cr.)
In consideration of technological innovation, terrorism, and other modern factors, threats to the American public are changing, thus requiring professionals who have the ability to identify, plan for, and mitigate crime and disaster incidents. In this course, students examine foundational public safety concepts and investigate issues faced by
public safety agencies and personnel at the local, state, and national levels, including police and sheriff, emergency medical services, fire services, and related organizations. They explore and discuss the ways in which public safety organizations communicate and coordinate, and they learn why effective interaction is vital to emergency management. They also have the opportunity to gain practical experience employing tools used by public safety professionals, such as a public safety constituency matrix through which they assess competing demands on the various agencies. In this course, students work toward gaining the skills necessary to anticipate the needs of various constituents to develop effective public safety initiatives.

◊ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MSEM 5364 - Managing Public Safety Organizations♦

(5 cr.)
Public safety leaders are responsible for finding solutions to major issues confronting their community and organizational operating systems through research, analysis, planning, and decision making. In this course, students assess these tools and solutions to learn the intricacies of managing public safety organizations. They engage in written assignments and discussions on a variety of topics, such as systems approaches, environmental analyses, contingency planning, implications for change, coordination, and controls. Students explore ways to apply classic business management techniques and leadership principles to public safety operations. They also apply concepts presented in the course to the development of solutions and alternatives to varied situations confronting public safety managers. Additionally, students learn about the concepts of "first planner" and "first responder."

◊ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MSEM 5480 - Applied Research and Evaluation Methods♦

(5 cr.)
Organizational credibility, community trust, and fund-raising are increasingly dependent upon demonstration of program effectiveness and success. Students in this course are introduced to research and evaluation methods in the public and nonprofit sectors to study ways to measure and assess a program's effectiveness and potential success as well as to address problems or issues in the field. Students examine the strengths, limitations, and threats to validity; models, quantitative metrics, and tools used to evaluate programs and policies; and legal and ethical issues associated with research and evaluation methods. Using these parameters and other concepts presented in the course, students critically evaluate sample research, consider ways to communicate results to an intended audience, and reflect on trends and challenges that could affect future program evaluation.
Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MSEM 6100 - Critical Issues in Emergency Management

(5 cr.)
Students in this course examine the theories and concepts underpinning contemporary emergency management and how to understand the phenomena of natural and human-caused disasters. Students examine the historical context of emergency management, the general process of risk assessment, the emergency management cycle, communications within emergency management and crisis planning, and the general policy and legal framework surrounding the process of emergency management in the United States with a focus on the National Incident Management System (NIMS). Case studies of major catastrophes are used to explore contemporary and practical hazard management. Students can complete the FEMA Emergency Management Institute courses IS-100.b - Introduction to Incident Command System and either IS-800.b - National Response Framework: An Introduction or IS700.a - National Incident Management System as part of this course. Nationally recognized certificates are awarded for successful completion of FEMA courses.

MSEM 6115 - Foundations of Graduate Study

(3 cr.)
Students in this course are introduced to Walden University and to the requirements for successful participation in an online curriculum. Students work toward building a foundation for academic and professional success as scholar-practitioners and social change agents. They assess the relationship of mission and vision to professional goals and develop a program of study and strategies for online success. Students also explore resources used throughout the program, such as the online Walden University Library. Students engage in course assignments focused on the practical application of professional writing, critical-thinking skills, and the promotion of professional and academic excellence.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MSEM 6116 - Foundations for Graduate Study

(3 cr.)
Students in this course are introduced to Walden University and to the requirements for successful participation in an online curriculum. Students work toward building a foundation for academic and professional success as scholar-practitioners and social change agents. They assess the relationship of mission and vision to professional goals and develop a program of study and strategies for online success. Students also explore
resources used throughout the program, such as the online Walden University Library. Students engage in course assignments focused on the practical application of professional writing, critical-thinking skills, and the promotion of professional and academic excellence.

**MSEM 6137 - The Nature of Crime and Criminology**

(5 cr.)
Students in this course are introduced to contemporary views and theories of maladaptive and criminal behavior. They examine a broad conceptualization of criminal behavior from an interdisciplinary perspective as well as theories and application of criminal profiling. Students also explore specific views of criminal behavior germane to groups, such as psychopaths, serial offenders, and sexually violent predators. At the end of this course, students will have an understanding of the theories and practices that are the foundations of the field of criminology.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MSEM 6200 - Risk Assessment, Preparedness, and Disaster Mitigation**

(5 cr.)
Risk assessment and mitigation are key components to effective emergency management and all-hazard planning and response. Students in this course focus on the methods and techniques required to assess an organization or government’s risk associated with the protection of human life and capital assets. They study ways to evaluate the social vulnerabilities to disaster and the special needs of at-risk populations, and they explore methods to reduce vulnerabilities and build capacity through structural and nonstructural mitigation. Additionally, students complete the FEMA Emergency Management Institute course IS-393.a: Introduction to Hazard Mitigation as part of this course.

**MSEM 6215 - Controversies in Criminal Justice**

(5 cr.)
Justice is at the heart of the U.S. democratic system, yet opposing viewpoints surrounding and within the system often muddle interpretations of the law and the development of policies to promote and enforce justice. In this course, students examine events that have significantly changed how the legal system interprets the U.S. Constitution, the U.S. Code, and the U.S. Patriot Act, for example, the terrorist acts of September 11, 2001. They learn how social and historical changes have shifted perspectives and sparked debates on expanding the rights of government versus safeguarding personal civil rights and civil liberties. Through discussion with peers, assessment of contemporary articles, and examination of Supreme Court cases, students have the opportunity to reflect on and potentially broaden their own opinions.
and perspectives on current criminal justice affairs in regard to issues of law enforcement, public perception, policy development, and ethics.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MSEM 6217 - Technological Solutions and 21st-Century Crime♦

(5 cr.)
In consideration of modern technological innovation and the spread of knowledge through digital means, the relationship between technology and criminal activity is increasing. In this course, students explore this relationship and gain a comprehensive view of cyber crime, including current trends. They learn how law enforcement agencies use technology to track and apprehend criminals. Through real-world scenarios, students examine legal responses to cyber crime and learn different approaches and techniques for solving cyber crimes and handling related challenges. Students also have the opportunity to gain a comprehensive understanding of building cases and prosecuting crimes through practical exercises in identification, data mining, and the protection and gathering of evidence.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MSEM 6300 - Disaster Response and Recovery

(5 cr.)
A major concern of disaster response professionals is meeting basic and humanitarian needs of disaster-affected populations. In this course, students explore a range of issues, including evacuation, relocation, and tactical and strategic decisions in the immediate aftermath of an emergency episode. Students study important federal policies related to disaster response and recovery, including the National Response Framework (NRF), and they can gain an understanding of how local, state, and federal policies mesh in response and recovery efforts. Through their exploration, they study how recovery begins once the immediate threat of the emergency wanes and the focus shifts to restoring disaster-affected areas. As part of this course, students complete the FEMA Emergency Management Institute course IS208.a: State Disaster Management.

MSEM 6320 - Public Policy Implications of Terrorism Legislation and Policies♦

(5 cr.)
Critical issues, such as infectious diseases, inadequate healthcare access, and an aging population, require leaders who have a diverse skill set as well as the professional and ethical sensibilities needed to lead efforts that improve quality of life for individuals and communities. In this course, students examine theories of leadership as well as the professional attributes, skills, styles, and strategies required to advance public health
goals. They explore ethical choices, values, professionalism, opportunities for advocacy, and application of principles of social justice implicit in public health decisions and practice. Students study ways to employ collaborative methods for working with and motivating diverse communities and constituencies, and they consider methods and develop new strategies for evaluating and solving current problems in healthcare.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MSEM 6363 - Public Safety Issues**

*(5 cr.)*

In consideration of technological innovation, terrorism, and other modern factors, threats to the American public are changing, thus requiring professionals who have the ability to identify, plan for, and mitigate crime and disaster incidents. In this course, students examine foundational public safety concepts and investigate issues faced by public safety agencies and personnel at the local, state, and national levels, including police and sheriff, emergency medical services, fire services, and related organizations. They explore and discuss the ways in which public safety organizations communicate and coordinate, and they learn why effective interaction is vital to emergency management. They also have the opportunity to gain practical experience employing tools used by public safety professionals, such as a public safety constituency matrix through which they assess competing demands on the various agencies. In this course, students work toward gaining the skills necessary to anticipate the needs of various constituents to develop effective public safety initiatives.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MSEM 6364 - Managing Public Safety Organizations**

*(5 cr.)*

Public safety leaders are responsible for finding solutions to major issues confronting their community and organizational operating systems through research, analysis, planning, and decision making. In this course, students assess these tools and solutions to learn the intricacies of managing public safety organizations. They engage in written assignments and discussions on a variety of topics, such as systems approaches, environmental analyses, contingency planning, implications for change, coordination, and controls. Students explore ways to apply classic business management techniques and leadership principles to public safety operations. They also apply concepts presented in the course to the development of solutions and alternatives to varied situations confronting public safety managers. Additionally, the course introduces students to concepts of "first-planner" and "first-responder."

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
MSEM 6390 - Strategic Context of Public Management and Leadership

(5 cr.)
Students in this course engage in a collaborative study of the changing strategic context of public administration. Students apply a systems perspective to construct a public enterprise "mental" model of a public organization to understand the strategic context for practical action and the stakeholder relations involved. Students demonstrate their knowledge of the interrelated flows of money, knowledge, and influence as they weave these elements in their model. They engage in readings and practical assignments that emphasize management and leadership in a time of unprecedented and unpredictable change. Students also work toward developing professional-action habits for pragmatic-action learning in the practice of public administration.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MSEM 6391 - Transformative Change in a Shared-Power World

(5 cr.)
Students in this course engage in a collaborative study of the nature and methods of transformative change in the complex human systems of contemporary public organizations. Students explore and employ a pragmatic-action-learning process for studying the experience of transformative change in systems. They examine the dynamics of complex adaptive systems to gain an understanding of how large-scale and highly interrelated human systems change through self-organization. Students explore and apply appreciative inquiry and other selected methods of transformative change to a positive organizational-change situation of personal interest. They also have the opportunity to develop professional-action habits for pragmatic-action learning in the practice of public administration.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MSEM 6392 - The Language of Leadership

(5 cr.)
In today’s complex environment, leaders engaged in shaping public policy must know how to use the emotional as well as the intellectual power of language to motivate, inspire, and competently manage their organizations. In this course, students examine techniques, such as effective communication, used in dynamic leadership that affect conscious and unconscious influences on human behavior. Through discussions, group assignments, and individual projects, students apply theoretical and practical course content to demonstrate the necessary components for making effective human connections. Students also study why stories, symbols, and metaphors are essential elements in the language of leadership.
MSEM 6420 - Organizational Management and Leadership

(5 cr.)
Public and nonprofit leaders in all areas of public administration require a thorough understanding of the expectations of their roles as leaders and managers of diverse and complex organizations. Students use theoretical and applied perspectives from which they study the intricacies of these roles, including the distinction between leadership and management, organizational culture, change management, systems theories, and organizational development. Students gain a practical understanding of these topics through the application of principles and concepts to public, private, and nonprofit organizational settings.

MSEM 6480 - Applied Research and Evaluation Methods

(5 cr.)
Organizational credibility, community trust, and fund-raising are increasingly dependent upon demonstration of program effectiveness and success. Students in this course are introduced to research and evaluation methods in the public and nonprofit sectors to study ways to measure and assess a program's effectiveness and potential success as well as to address problems or issues in the field. Students examine the strengths, limitations, and threats to validity; models, quantitative metrics, and tools used to evaluate programs and policies; and legal and ethical issues associated with research and evaluation methods. Using these parameters and other concepts presented in the course, students critically evaluate sample research, consider ways to communicate results to an intended audience, and reflect on trends and challenges that could affect future program evaluation.

MSEM 6540 - Management and Leadership in a Global Context

(5 cr.)
Public policy implementation can take place in various types of organizations. In this course, learners engage in a collaborative study of strategic planning, management, and leadership in the context of public and nonprofit organizations. Students in this course identify, analyze, and evaluate the intricate relationships among strategic planning, management, and leadership from an international perspective. They connect three key institutional elements: thinking-acting-and-leading strategically. Students apply a management systems approach as they develop, adopt, manage, and lead a strategic plan for an international public or nonprofit organization or with an international focus. They
have the opportunity to understand the strategic context for practical decision making for international public and nonprofit organizations, emphasizing the central role of the environment in the strategic planning process. Students are offered a hands-on approach in this course that tests their ability to make effective and timely management and leadership decisions in complex and uncertain conditions.

**MSEM 6541 - Sustainable Development for Global Communities**

(5 cr.)
Effective community leaders must be familiar with a wide range of tools, strategies, and skills to create sustainable communities. In this course, students examine these elements to learn how leaders build capacity for community change; assess community needs and resources; create community visions; promote stakeholder interest and participation; analyze community problems; and carry out practices and interventions to improve sustainability in communities. They also explore sustainability frameworks and models, and they apply these and other concepts presented in the course to develop a proposal for sustainable community development, focusing on community assessment, stakeholder involvement, and development planning.

**MSEM 6542 - Transformative Change in a Global Environment**

(5 cr.)
Students in this course are engaged in a collaborative study of the nature and methods of transformative change in the complex human systems of contemporary public organizations. Students explore and employ a pragmatic-action-learning process for studying the experience of transformative change in complex systems. They examine the dynamics of complex adaptive systems to gain an understanding of how large-scale and highly interrelated human systems change through self-organization. Students explore and apply appreciative inquiry and other selected methods of transformative change to a positive organizational-change situation of personal interest. They also have the opportunity to develop professional-action habits for pragmatic-action learning in the practice of public administration.

**MSEM 6740 - Disaster, Crisis, and Trauma**

(5 cr.)
There is no shortage of natural and human-made disasters, such as war, violence, genocide, and terrorist activities. Individuals and communities affected by such disasters often need assistance from professionals who understand the social, cultural, and psychological complexities of crisis and trauma. Students in this course investigate how these incidents impact the psychology of individuals and groups. They assess traditional and current literature and complete practical exercises to study theories of trauma; actions and behaviors following a disaster; stress, coping, and adjustment difficulties; psychological disorders (e.g., post-traumatic stress disorder); and available resources to
deal with trauma. Considering the various ways crisis professionals can promote positive social change, students devote special attention to the importance and development of culturally appropriate, service-delivery programs and interventions for individuals affected and traumatized by disasters.

◊ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MSEM 6771 - Terrorism: A Systematic Approach for Emergency Preparedness♦

(5 cr.)
Terrorism continues to be a constant threat to the American public, facilitating the need for accurate information, organized resources, and established approaches to respond to emergencies and keep the public informed. Students in this course examine terrorism and related public policy on a local, national, and international level. They also assess the need and function of systemic approaches for emergency preparedness. Students explore and discuss topical issues, such as terrorism and public health, bioterrorism, biosecurity, cyber terrorism, risk assessment, implications for public health, and components of a systemic preparedness infrastructure. Using analytic skills and tools, students assess recommendations that policy makers use in decisions to prevent or respond to terrorism. They also gain hands-on experience initiating the development and/or analysis of a terrorism-preparedness infrastructure.

◊ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MSEM 6830 - Current Issues in Homeland Security♦

(5 cr.)
Since its inception, the Department of Homeland Security has had a profound impact on public policy and administration. Students in this course are provided with an in-depth analysis of homeland security, including history, concepts, policies, and strategies of prevention and response. Students examine and discuss a range of topics, including ethical issues, telecommunications, technology, threat assessment, contingency planning, and risk management. Students hone their critical-thinking and analytic skills through the application of fundamental concepts and principles of homeland security to case studies and current issues.

◊ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MSEM 6831 - Critical Incident Leadership and Planning♦

(5 cr.)
Strategic leadership and planning are required to prevent, respond to, and recover from critical incidents that threaten homeland security. Students in this course explore the
role and importance of leadership and planning in critical incident management and the application of tools, strategies, and systems to specific critical incidents. Through the evaluation of case studies, students examine the impact of critical incidents on individuals and communities as well as roles of government agencies and nongovernment organizations in managing such incidents. Using concepts and theories presented in the course, students develop a critical incident management plan for their community through which they consider new strategies and perspectives in regard to critical incident leadership and planning.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MSEM 6832 - Terrorism: Legislation and Policy**

(5 cr.)
The events of September 11, 2001, resulted in a new and intense focus on the issue of terrorism in the United States and abroad. Through traditional literature and a wealth of contemporary journal articles and media sources, students explore the history of terrorism, the evolution and international context of terrorist groups, and the causes of and motivations for terrorist acts. They learn about the laws, regulations, and legislation related to terrorism. They also analyze possible future trends in terrorism as well as the current role of the media, governmental agencies, and entities in the prevention of and response to terrorism. Students use concepts presented in the course and additional research to develop a proposal to change and improve an existing counterterrorism policy.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MSEM 6910 - Capstone Seminar**

(5 cr.)
In this course, students complete a capstone project through which they apply an action research model that fosters social change in public administration or nonprofit management and leadership. Through this project, students demonstrate the knowledge, skills, and competencies acquired in their master's degree program. Students also have the opportunity to reflect on how the project and the program have contributed to their personal, scholarly, and professional growth.

**MSPM 6010 - Managing People and Promoting Collaboration**

(3 sem. cr.)
Contemporary business environments are increasingly competitive, global, fast paced, and knowledge intensive. In these environments, effective use of human capital is vital to an enterprise’s success and survival. In this course, students will explore practical issues
related to developing individuals and managing collaboration and will examine the skills and strategies necessary to address them effectively. Students will examine ethical and legal implications of managing a diverse workforce including issues that arise from cross-cultural differences and virtual work settings. The importance of communication as a tool to manage internal and external relationships is emphasized as it relates to the effectiveness of managing people to achieve organizational goals.

**MSPM 6100 - Foundations for Graduate Study in Project Management**

(1 sem. cr.)
Students taking this course are introduced to Walden University and to the requirements for successful participation in an online curriculum. Students work toward building a foundation for academic and professional success as scholar-practitioners and social change agents. Students engage in course assignments focused on the practical application of professional writing, critical-thinking skills, and the promotion of professional and academic excellence as they relate to project management.

**MSPM 6101 - Foundations for Graduate Study in Project Management**

(1 cr.)
Students taking this course are introduced to Walden University and to the requirements for successful participation in an online curriculum. Students work toward building a foundation for academic and professional success as scholar-practitioners and social change agents. Students engage in course assignments focused on the practical application of professional writing, critical-thinking skills, and the promotion of professional and academic excellence as they relate to project management.

**MSPM 6102 - Practices in Project Management**

(3 sem. cr.)
Students in this course are introduced to the knowledge, skills, tools, and techniques needed to successfully manage projects throughout the life of a project, known as the project life cycle. By learning about the project management Knowledge Areas and Process Groups as well as the distinguishing characteristics of each, students gain an appreciation for how these two dimensions of project management interact in initiating, planning, executing, monitoring and controlling, and closing a project.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**MSPM 6125 - Project Scheduling**

(3 sem. cr.)
Students in this course are introduced to a comprehensive framework for proactively building, managing, and controlling project schedules from initiation to closeout. They
explore the importance of defining deliverables, establishing project and product requirements, defining scope boundaries and building a detailed work breakdown structure as prerequisites to building network diagrams using both critical path and critical chain approaches. Students explore the challenges of project scheduling under uncertainty, address techniques for addressing resource constraints, and develop procedures for proactively managing and controlling the scheduling process throughout the project's lifecycle.

**MSPM 6130 - Budgeting and Management of Operations**

*(3 sem. cr.)*

Effective project management requires leaders with interdisciplinary knowledge and skills who understand the relationships between operational factors, such as business processes and product design. Students in this course learn about these relationships, in addition to other elements imperative in project management, including project goal attainment, positive operating cash flow, risk mitigation strategy, and operational alignment. Students also explore the role of budgeting and management of operations in an organizational environment. They engage in practical exercises designed to help them develop budget and operational plans based on an organization's accounting and financial data, project plans, and goals. Students also examine planning considerations associated with global operations.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**MSPM 6140 - Enterprise and Project Risk Management**

*(3 sem. cr.)*

Project management involves an ongoing, and nearly inevitable, variation of risks to which managers must be attuned and ready to mitigate. In this course, students learn how to plan, analyze, respond to, and control qualitative and quantitative risk in projects. They examine the internal risks associated with managing projects and the external risks associated with customer behavior, the supply chain, transportation and distribution channels, and acts of nature within the framework of the organization's overall risk strategy. Assessing real-world examples of project risks, students learn about strategies for working with project stakeholders to identify and respond to risk within defined ethical and legal standards.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**MSPM 6150 - Planning and Administering Project Contracts**

*(3 sem. cr.)*

A major responsibility of many project managers is planning and administering project
contracts for the purchase or acquisition of project resources from external sources. In this course, students learn about planning for purchases and acquisitions, requests for proposal, vendor selection, contract administration, and contract closure. They consider and discuss the role of the project manager in the procurement process as it relates to project requirements for purchases or acquisitions, managing the relationship between buyer and seller, assessing vendor performance, contract change control, and conflict resolution. Students also have the opportunity to reflect on theory presented in the course as well as how they can apply these concepts to professional practice.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.);1-443-627-7222 (toll)] for more information.

MSPM 6160 - Stakeholder Management and Organizational Behavior♦

(3 sem. cr.)
One role of the project manager is to lead teams in complex and diverse organizational settings while concurrently communicating with all stakeholders. In this course, students analyze this dual role and examine how individual and group behavior impacts organizational effectiveness. They discover how using influence, rather than organizational power, leads to more successful project management. Students learn ways to design projects to support organizational goals and how to build and engage organizational capital (intellectual, human, physical, financial, and structural). They also assess communications management as a tool to manage internal and external relationships with stakeholders, partners, vendors, and customers.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.);1-443-627-7222 (toll)] for more information.

MSPM 6170 - Sustainability in Project, Portfolio, and Program Management♦

(3 sem. cr.)
How do project managers ensure that their organization's initiatives allow for sustainable business and promote positive change through products for a sustainable environment? Students in this course are provided with an opportunity to answer such questions as well as to develop their understanding of managing projects at the portfolio and program levels. Students learn about the nature of sustainability in project management in terms of how project management processes align with the three fundamentals of sustainable development: social equity, economic efficiency, and environmental performance. Students work toward gaining a real-world understanding of concepts through the examination of current research illustrating sustainability in project management and by assessing actual products developed through projects.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.);1-443-627-7222 (toll)] for more information.

MSPM 6180 - Business Process Management and Systems
Modern organizations are constantly seeking ways to improve business processes and systems for greater efficiency and effectiveness. To ensure stakeholder's needs are met and business prospers. In this course, students learn how to harness the tools needed to help businesses gain competitive advantage through business processes and systems. Students examine strategies for managing the flow of business information within and across organizational boundaries. They become familiar with the concept of enterprise resource planning (ERP) systems and learn how these systems can lead to novel ways of efficiently managing project execution and business innovation. Students also assess and discuss technologies for business process integration, automation, and optimization, and they examine and practice using practical tools of enterprise.

**MSPM 6900 - Capstone: Social Impact in Project Management**

This course is designed to allow students to bring together knowledge gained through the program and to demonstrate mastery of the various course competencies. Students synthesize concepts and skills in an integrative project that combines multiple aspects of their program, illustrating how ethics, internal culture, and external forces shape project managers’ behaviors when executing projects within an organization. Students articulate how project managers within an organization can drive social change and sustainability through the example they set in their everyday work.

**NASC 1001S - Environmental Science**

In this course, students learn about environmental processes and the influence of human activities upon them. Students explore ecological concepts, population growth, natural resources, and current environmental problems from scientific, social, political, and economic perspectives. Students also become familiar with the scientific method. Applying course concepts, students engage in a range of practical assignments, such as an assessment of their ecological footprint, a comparison of developed nations vs. less-developed nations, an evaluation of water pollution sources, and an assessment of an area's air-quality compliance. Through this course, students gain a foundational understanding of environmental interrelationships and contemporary environmental issues.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist (1-866-492-5336 (U.S.); 1-443-627-7222 (toll)) for more information.

**NPMG 5200 - Introduction to the Nonprofit Sector**

Nonprofit organizations serve as the foundation for many social change efforts. Students in this course explore the history, foundations, and types of nonprofit organizations, as
well as the diverse political, social, and economic contexts within which they exist. Students examine and apply marketing, public relations, and communication concepts and strategies to case studies and contemporary situations. Ethical, legal, and global lenses are applied to the study of the nonprofit sector. Students develop a concept paper guiding the development of a nonprofit organization.

**NPMG 5405 - Ethics and Social Justice**

(5 cr.)
Ethics is a foundational element of leadership. Leaders face increasingly complex social and political challenges as they seek to meet the needs of diverse constituents. Students in this course explore ethics and social justice related to economic disparity, power, and privilege. Students use demographic data, current social trends, and themes to understand, analyze, and address ethical and social justice issues that impact service delivery in a global community.

**NPMG 5420 - Organizational Management and Leadership**

(5 cr.)
Public and nonprofit leaders in all areas of public administration require a thorough understanding of the expectations of their roles as leaders and managers of diverse and complex organizations. Students use theoretical and applied perspectives from which they study the intricacies of these roles, including the distinction between leadership and management, organizational culture, change management, systems theories, and organizational development. Students gain a practical understanding of these topics through the application of principles and concepts to public, private, and nonprofit organizational settings.

**NPMG 5431 - Finance and Budgeting for the Nonprofit Sector**

(5 cr.)
Sound financial practices are crucial to managing scarce funds in both public and nonprofit operations. Students in this course examine finance and budgeting concepts, policies, and practices related to organizations as well as the fiscal climate within which they operate. They assess theories for motivating major fiscal-policy debates, and they explore and discuss auditing practices, tax systems, financial management, budgetary reform, financial technology systems, the use of dashboards for financial reporting, and the impact of globalization on finance and budget. Students read and analyze budgets, financial statements, and reports. They contextualize their learning as they apply knowledge gained from their analysis to develop a new budget and financial plan for either a public or private organization.

**NPMG 5435 - Human Resource Management: Building a Capable Workforce**
The acquisition, development, and retention of talent are critical elements in the success of any organization. In this course, students examine theories, approaches, and systems related to hiring, managing, training, and retaining employees in government and nonprofit organizations. Through the use of case studies, students explore topics that include legal and ethical considerations, diversity, performance management, the establishment and implementation of policy, technology, and conflict management. Students apply principles and concepts learned in this course to real-world situations encountered in public, private, and nonprofit organizations.

**NPMG 5451 - Board Governance and Volunteer Management**

(5 cr.)
The success of nonprofit organizations (NPOs) is largely dependent on the effective management of program volunteers and board members—individuals who often serve as the lifeblood of NPOs. Students in this course explore the volunteer management process, including volunteer recruitment, orientation, training, supervision, and evaluation. They focus on methods that organizations use to create and maintain an effective Board of Directors to ensure that the board governs and guides the organization toward their mission. Students design a board development or volunteer management plan based on processes presented in the course and fundamental concepts acquired earlier in the program.

**NPMG 5461 - Resource Development**

(5 cr.)
Students explore the concepts of philanthropy and development; types of funding sources; and ethical, legal, and diversity considerations. They also analyze and apply a resource development process—including donor and/or prospect research, cultivation, and education; solicitation; and appreciation—and they create a resource development plan for a nonprofit organization.

**NPMG 5480 - Applied Research and Evaluation Methods**

(5 cr.)
Organizational credibility, community trust, and fundraising are increasingly dependent upon demonstration of program effectiveness and success. Students in this course are introduced to research and evaluation methods in the public and nonprofit sectors to learn ways to measure and assess a program’s effectiveness and potential success as well as to address problems or issues in the field. Students examine the strengths, limitations, and threats to validity; models, quantitative metrics, and tools used to evaluate programs and policies; and legal and ethical issues associated with research and evaluation methods. Using these parameters and other concepts presented in the course, students critically evaluate sample research, consider ways to communicate
results to an intended audience, and reflect on trends and challenges that could affect future program evaluation.

**NPMG 5645 - Strategic Planning: Collaboration, Cooperation, and Coordination**

(5 cr.)
In an increasingly complex world, leaders and managers in public, private, and nonprofit organizations need to be strategic in planning and creating effective, collaborative programs and services. Students in this course explore the role and process of strategic planning with an emphasis on collaboration, cooperation, and coordination within and among organizations. Students apply these concepts to real-life situations and organizations.

**NPMG 6115 - Foundations of Graduate Study**

(3 cr.)
Students in this course are introduced to Walden University and to the requirements for successful participation in an online curriculum. Students work toward building a foundation for academic and professional success as scholar-practitioners and social change agents. They assess the relationship of mission and vision to professional goals and develop a program of study, a Professional Development Plan, and strategies for online success. Students also explore resources used throughout the program, such as the online Walden University Library. Students engage in course assignments focused on the practical application of professional writing, critical-thinking skills, and the promotion of professional and academic excellence and integrity.

**NPMG 6116 - Foundations of Graduate Study**

(3 cr.)
This course introduces students to graduate-level expectations and protocols for scholarly research and academic writing. Reflecting Walden's mission and vision of promoting positive social change, this course helps students build a foundation for success as scholar-practitioners and social change agents. Course assignments focus upon students' professional goals, strategies for online student success, research skills, and academic integrity. Assignments are designed to build critical thinking skills and provide opportunities to apply academic lessons to real-world practice. Students are encouraged to take advantage of Walden's wealth of student support systems, especially the Walden Library and the Writing Center.

**NPMG 6200 - Introduction to the Nonprofit Sector**

(5 cr.)
Nonprofit (NPO) and non-government (NGO) organizations can serve to affect people and communities through positive social change. NPO and NGO leaders require a
fundamental understanding of the nonprofit sector, including related ethical, legal, financial, and global perspectives. Through the lens of the NPO and NGO leadership, students in this course explore social entrepreneurship, marketing, communication, and governance. Gaining practical insight, students also apply theories presented in the course either to build a business plan for a new NPO/NGO or to evaluate an existing one.

Prerequisites
- NPMG 6116

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**NPMG 6333 - Holding Up the Mirror: Understanding Different Cultures and Increasing Global Consciousness**

(5 cr.)
Students have an opportunity to explore and understand the cultural values and styles of communication, reasoning, and leadership unique to their home culture. Students apply their increased understanding to other cultures. They also identify and become familiar with the challenges American nonprofit organizations face as they work internationally or cross-culturally within the United States.

**NPMG 6334 - Crossing Borders: U.S. and International NGO Cultures and Environments**

(5 cr.)
In this course, students examine in depth the cultures, structures, and activities of NGOs in select countries and compare their activities, organizational cultures, structures, and working environments with nonprofit organizations in the United States.

Prerequisites
- NPMG 6333

**NPMG 6335 - Placing NGOs in the Global Context**

(5 cr.)
Through this course students are offered knowledge and understanding about the geopolitical and economic contexts in which international, nongovernmental, and voluntary agencies function in other countries. Students analyze the historical, political, social, and cultural contexts in which nongovernmental organizations (NGOs) work and the implications these contexts have on the work of local and international NGOs. Students identify strategies that make the international and cross-cultural efforts of NGOs successful.

Prerequisites
NPMG 6405 - Ethics and Social Justice♦

(5 cr.)
Ethics is a foundational element of leadership. In this course, students examine the philosophy of ethics as well as responsibility and social justice—basic tenets of public service. Students explore the complex social, political, and related ethical challenges leaders face as they seek to meet the needs of diverse constituents. They examine ethics and social justice related to economic disparity, power, and privilege. Students also assess demographic data and current social trends and themes to understand, analyze, and address ethical and social justice issues that impact service delivery in a global community. Applying concepts presented in the course, students engage in an in-depth assessment of an emerging or persistent ethical or social justice issue, through which they demonstrate their ability to make recommendations for improvement or change.
Prerequisites
- NPMG 6200

♦Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

NPMG 6420 - Organizational Management and Leadership♦

(5 cr.)
Public and nonprofit leaders in all areas of public administration require a thorough understanding of the expectations of their roles as leaders and managers of diverse and complex organizations. Students use theoretical and applied perspectives from which they study the intricacies of these roles, including the distinction between leadership and management, organizational culture, change management, systems theories, and organizational development. Students gain a practical understanding of these topics through the application of principles and concepts to public, private, and nonprofit organizational settings.
Prerequisites
- NPMG 6405

♦Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

NPMG 6431 - Finance and Budgeting for the Nonprofit Sector♦
Sound financial practices are crucial to managing scarce funds in the nonprofit sector. In this course, students examine finance and budgeting concepts, policies, and practices related to organizations as well as the fiscal climate within which they operate. Students learn about the theories underlying fiscal policy, and they read and analyze budgets, financial statements, and financial reports. They also explore and discuss related topics, such as auditing practices; financial relationships with government, donors, and other sources of revenue; financial management; budgetary reform; and financial technology systems. Students apply theories and concepts presented in the course to the development of budget and financial projects relevant to nonprofit organizations.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**NPMG 6435 - Human Resource Management: Building a Capable Workforce**

The acquisition, development, and retention of talent are critical elements in the success of any organization. In this course, students examine theories, approaches, and systems related to hiring, managing, training, and retaining employees in government and nonprofit organizations. Through the use of case studies, students explore topics that include legal and ethical considerations, diversity, performance management, the establishment and implementation of policy, technology, and conflict management. Students apply principles and concepts learned in this course to real-world situations encountered in public, private, and nonprofit organizations.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**NPMG 6451 - Board Governance and Volunteer Management**

The success of nonprofit organizations (NPOs) is largely dependent on the effective management of program volunteers and board members—individuals who often serve as the lifeblood of NPOs. Students in this course explore the volunteer management process, including volunteer recruitment, orientation, training, supervision, and evaluation. They focus on methods that organizations use to create and maintain an effective Board of Directors to ensure that the board governs and guides the organization toward their mission. Students design a board development or volunteer management plan based on processes presented in the course and fundamental concepts acquired earlier in the program.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**NPMG 6461 - Resource Development**
All nonprofit organizations require financial resources. Obtaining philanthropic financial support is essential to program delivery and stability. Students in this course explore the concepts of philanthropy and development, identification of funding sources, donor/prospect cultivation and education, and solicitation and appreciation strategies. They focus on processes and strategies for creating an organizational philanthropic culture based on ethics and donor relationships. Using these strategies and other concepts presented in the course, students create a resource development plan for a nonprofit organization.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

NPMG 6465 - Strategic Planning: Collaboration, Cooperation, and Coordination

In an increasingly complex world, leaders and managers in public and nonprofit organizations plan strategies to fulfill the organizational mission and enhance stakeholder satisfaction. Students in this course explore the role and process of strategic planning, including collaboration, cooperation, and coordination. They also examine the benefits, challenges, and pitfalls of strategic planning, in addition to the impact of globalization. Students apply these concepts to real-life scenarios and develop a strategic plan for a nonprofit or public organization.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

NPMG 6480 - Applied Research and Evaluation Methods

Organizational credibility, community trust, and fund-raising are increasingly dependent upon demonstration of program effectiveness and success. Students in this course are introduced to research and evaluation methods in the public and nonprofit sectors. They examine the strengths, limitations, and threats to validity; models, quantitative metrics, and tools used to evaluate programs and policies; and legal and ethical issues associated with research and evaluation methods. Students are asked to critically evaluate sample research, using these parameters.

Prerequisites

- NPMG 6461

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

NPMG 6540 - Strategic Planning, Management, and Leadership in a Global Context
Public policy implementation can take place in various types of organizations. In this course, learners engage in a collaborative study of strategic planning, management, and leadership in the context of public and nonprofit organizations. Students in this course identify, analyze, and evaluate the intricate relationships among strategic planning, management, and leadership from an international perspective. Students connect three key institutional elements: thinking, acting, and leading strategically. Students apply a management systems approach as they develop, adopt, manage, and lead a strategic plan for an international public or nonprofit organization or an organization with an international focus. Students will understand the strategic context for practical decision making for international public and nonprofit organizations, emphasizing the central role of the environment in the strategic planning process. Students are offered a hands-on approach in this course that tests their ability to make effective and timely management and leadership decisions in complex and uncertain conditions.

**NPMG 6541 - Sustainable Development for Global Communities**

(5 cr.)

Effective community leaders must be familiar with a wide range of tools, strategies, and skills to create sustainable communities. In this course, students examine these elements to learn how leaders build capacity for community change; assess community needs and resources; create community visions; promote stakeholder interest and participation; analyze community problems; and carry out practices and interventions to improve sustainability in communities. They also explore sustainability frameworks and models, and they apply these and other concepts presented in the course to develop a proposal for sustainable community development, focusing on community assessment, stakeholder involvement, and development planning.

**Prerequisites**
- NPMG 6540

**NPMG 6542 - Transformative Change in a Global Environment**

(5 cr.)

Students in this course are engaged in a collaborative study of the nature and methods of transformative change in the complex human systems of contemporary public organizations. Students explore and employ a pragmatic-action-learning process for studying the experience of transformative change in complex systems. They examine the dynamics of complex adaptive systems to gain an understanding of how large-scale and highly interrelated human systems change through self-organization. Students explore and apply appreciative inquiry and other selected methods of transformative change to a positive organizational-change situation of personal interest. They also have the opportunity to develop professional-action habits for pragmatic-action learning in the
practice of public administration.
Prerequisites
- NPMG 6540
- NPMG 6541

NPMG 6820 - Elements of Sustainable and Livable Communities
(5 cr.)
Creating and maintaining sustainable and livable communities require leaders who understand the connections between the natural, built, and social environments, and those who can address these connections in a holistic and integrated fashion. Students in this course examine concepts of sustainability and livability and explore popular approaches to creating and maintaining communities that are more environmentally sound, economically prosperous, and socially equitable. They also focus on strategies to halt urban sprawl and to promote alternative modes of transportation. Students define and explore these concepts through case studies and examples drawn from local communities.

NPMG 6821 - Tools for Sustainable Community Development
(5 cr.)
Effective community leaders must be familiar with a wide range of tools, strategies, and skills to create sustainable communities. In this course, students examine these elements to learn how leaders build capacity for community change; assess community needs and resources; create community visions; promote stakeholder interest and participation; analyze community problems; and carry out practices and interventions to improve sustainability in communities. They also explore sustainability frameworks and models and apply these and other concepts presented in the course to develop a proposal for sustainable community development, focusing on community assessment, stakeholder involvement, and development planning.
Prerequisites
- NPMG 6820

NPMG 6822 - Current Issues in Regional and Local Public Policy
(5 cr.)
Public decision-makers must understand and address a variety of complex and interrelated issues, such as land use and transportation, energy and environment, housing and schools, and regional economic development. In this course, students learn how leaders attend to these issues in light of existing policies and contemporary social, economic, political, demographic, and technological trends. Students explore and discuss planning processes, tools, approaches, strategies, and policies used to create sustainable
and livable communities through collaborative processes involving multiple stakeholders. Through the development of a policy-option written assignment, students assess critical issues and identify problem-solving strategies.

**Prerequisites**
- NPMG 6820
- NPMG 6821

**NPMG 6880 - Social Entrepreneurship and Innovation: A Global Perspective**

(5 cr.)
This course is designed for individuals who have a passion for improving conditions for people and the environment, whether locally, regionally, nationally, or internationally. Social entrepreneurship and innovation are vehicles for moving beyond social change to widespread social transformation at the root cause and systemic levels of the biggest and most intransigent problems of the world. Students learn to become social innovators as they build citizen and community engagement and develop partnerships and multi-sector coalitions among social justice organizations, nonprofits, businesses, and public agencies. This course is intended to help students identify ways in which this concept, processes, and skills can be integrated into their work to increase their contribution to creating a just, sustainable, and peaceful world.

Students will learn the process, find practical applications, and design a plan to (a) solve or find practical solutions to social and environmental problems; (b) innovate by finding a new product, service, or approach to a social problem; (c) create social value; and (d) transform or revolutionize dysfunctional systems or industries. Additionally, they will learn to use innovative, sustainable, scalable, and measurable approaches, apply social entrepreneurship and innovation skills, and anchor competencies.

**NPMG 6881 - Grant Writing**

(5 cr.)
Grant writing is a highly marketable skill that requires many nonprofit, educational, and community organizations to secure external funding in order to provide needed services to the community. In this course, students will explore the basic skills needed for grant writing including identifying potential funding sources, creating objectives and a needs statement, preparing and justifying a budget, identifying appropriate assessment plans, and writing an executive summary. Course assignments will allow students to directly apply what they are reading and discussing by writing a full grant proposal based on an actual Request for Proposal (RFP).

**Prerequisites**
- NPMG 6880

**NPMG 6883 - Transformative Change in a Global Environment**
Students in this course are engaged in a collaborative study of the nature and methods of transformative change in the complex networked organizations that operate in today’s global environment. Students in the course will explore the nature of the global environment and its challenges to the leaders that operate within it. They will discuss the various kinds of organizations that operate across borders and the challenges these organizations face in accomplishing their goals. Students will discuss the global environment as a networked system in which organizations operate. They will evaluate the challenges of such complex systems to global leaders and the strategies that can be used to adapt to these challenges while promoting transformative change. Students will focus on the analysis of these challenges in a single organization through the development of a leadership case study.

Prerequisites
- NPMG 6880
- NPMG 6881

NPMG 6910 - MS in Nonprofit Management and Leadership Capstone

In this course, students complete a capstone project using action research that fosters social change in public administration or nonprofit management and leadership. In the project they demonstrate the knowledge, skills, and competencies acquired in their master’s degree program. The project employs an action research model. Students reflect on how the project and the program have contributed to their personal, scholarly, and professional growth.

Prerequisites
- All prior coursework

NRNP 6531 - Primary Care of Adults Across the Lifespan

In this course, students learn how nurse practitioners master the art and science of clinical decision making among adult populations across the lifespan. Students focus on the diagnosis and management of primary healthcare needs and problems of the adult across the lifespan. They engage in a variety of course assignments that focus on physical and behavioral disease processes central to diagnosing conditions as well as planning, implementing, and evaluating therapeutic treatment programs for acute illnesses commonly encountered in a primary healthcare setting.

Prerequisites
- NURS 6501N
- NURS 6512N
- NURS 6521N
NRNP 6540 - Advanced Practice Care of Older Adults

(3 cr.)
In this course, students focus on the complex healthcare and management needs of older adults by advanced nurse practitioners in acute and primary care settings. Students learn to plan, implement, and evaluate therapeutic regimens of older adults through the application of knowledge in multiple settings. Additionally, students examine content related to end-of-life care and caregiver issues to gain the knowledge and sensibilities needed to implement positive change for the quality of life available to this vulnerable population.

Prerequisites
- NURS 6501
- NURS 6512
- NURS 6521

NRNP 6541 - Primary Care of Adolescents and Children

(3 cr.)
How can a nurse practitioner master the art and science of clinical decision making among pediatric populations? This course provides students with the opportunity to answer this question as they examine content related to the primary healthcare of pediatric patients, from newborn through adolescence (up to age 21), while focusing on growth and development, health promotion, and common primary care health problems. Students learn how to identify, diagnose, and manage these problems. They also gain confidence in clinical experience in a primary healthcare setting that provides opportunities to assess, diagnose, plan, implement, and evaluate therapeutic regimens for acute and chronic illnesses commonly found in children and adolescents.

Prerequisites
- NURS 6501
- NURS 6512
- NURS 6521
- NURS 6531 or NUNP 6531

NRNP 6550 - Advanced Practice Care of Adults in Acute Care Settings II

(3 cr.)
This course is the second of four clinical courses in the Adult-Gerontology Acute Care curriculum. Students will plan, implement, and evaluate care for acutely/critically ill patients or patients experiencing an exacerbation of a chronic health problem. The clinical focus is on the role of the acute care nurse practitioner working with an
interdisciplinary team across settings to facilitate the patient’s return to optimal health. Students will apply appropriate diagnostic procedures and relevant laboratory tests in developing appropriate treatment plans to address patient health needs in the acute care setting.

Prerequisites
- NURS 6501
- NURS 6512
- NURS 6521
- NURS 6540
- NURS 6566

NRNP 6552 - Advanced Nurse Practice in Reproductive Health Care

(3 cr.)
How can a nurse practitioner decide what is important to focus on in a 15–30 minute appointment with individuals seeking primary, prenatal, or postpartum care? Students in this course gain opportunities to teach and promote wellness in individuals through the process of screening for common gynecologic conditions, normal pregnancy, and other common health conditions that impact the individual's health. Students learn to analyze data to interpret results for the benefit of the individual seeking assistance with planning healthy lifestyle behaviors. They also gain an understanding of working with individual’s sexual identity and sexual orientation with respect to, ethical decision making, and an unbiased approach to optimal care. Students will consider how this course will benefit their clinical experience in a primary healthcare setting to increase competence in diagnosis, treatment, referrals, or follow-up care with a concentration on improving patient outcomes.

Prerequisites
- NURS 6501
- NURS 6512
- NURS 6521
- NURS 6531 or NUNP 6531
- NURS 6540 or NURS 6541

NRNP 6553 - Advanced Nurse Practice in Obstetric Health Care

(1 cr.)
This course provides students with foundational knowledge in the assessment and management of pregnant women. Common physiologic changes in pregnancy, complications, and postpartum care are discussed. Students analyze available data and plan appropriate interventions leading to positive outcomes for pregnant women and infants. Students develop competence in diagnosis, treatment, referral, and follow-up
NRNP 6560 - Advanced Care of Adults in Acute Settings III

(3 cr.)
Students in this course will advance their clinical competence in the care of patients in acute care settings. Students will build confidence as they begin the transition from student to advanced practice nurse. Classroom activities and case studies will enable students to explore resources and support systems available to acutely ill adolescents, adults, and older adults. The application of knowledge in the management of patients and the collaboration between the advanced practice nurse and the patient, family, and multi-disciplinary healthcare team are emphasized.
Prerequisites
- NURS 6501
- NURS 6512
- NURS 6521
- NRNP 6531 and PRAC 6531
- NRNP 6560 - Advanced Care of Adults in Acute Settings III

NRNP 6565 - Synthesis in Advanced Nursing Practice Care of Patients in Primary Care Settings

(3 cr.)
Students in this synthesis course focus on clinical competence in the care of adults in primary care settings by building on knowledge and skills gained in previous courses. Students build confidence as they continue to transition from the role of registered nurse to that of advanced practice nurse. Classroom activities and case studies enable students to explore the salient nurse practitioner practice issues involved in the delivery of safe, competent, high-quality, and cost-effective care of patients in a dynamic healthcare system. The application of knowledge in the management of clients and collaboration among the advanced practice nurse and the client, family, and interprofessional healthcare team are emphasized. This course is designed for nurse practitioner (NP) students to synthesize their knowledge and clinical skills to provide care to patients with complex health conditions.
Prerequisites
- NURS 6501
NRNP 6566 - Advanced Care of Adults in Acute Settings I

(3 cr.)
This course is the first of four clinical courses in the Adult-Gerontology Acute Care curriculum. Students will explore and integrate concepts of pathophysiology, pharmacology, assessment, and collaborative management of adolescents, adults, and older adults who are acutely/critically ill or experiencing an exacerbation of a chronic health problem. The clinical focus is on the role of the acute care nurse practitioner working with an interdisciplinary team across settings to facilitate the patient's return to optimal health. Topics include cardiac, pulmonary, and renal issues as well as common diagnostic test and procedures.

Prerequisites
• NURS 6501
• NURS 6512
• NURS 6521

NRNP 6568 - Synthesis in Advanced Nursing Practice of Patients in Family Care Settings

(3 cr.)
Students in this synthesis course focus on clinical competence in family settings by building on knowledge and skills gained in previous courses. Students build confidence as they continue to transition from the role of registered nurse to that of advanced practice nurse. Classroom activities and case studies enable students to explore the salient nurse practitioner practice issues involved in the delivery of safe, competent, high-quality, and cost-effective care of patients in a dynamic healthcare system. The application of knowledge in the management of clients and collaboration among the advanced practice nurse and the client, family, and interprofessional healthcare team are emphasized. This course is designed for nurse practitioner (NP) students to synthesize their knowledge and clinical skills to provide care to patients with complex health conditions.

Prerequisites
• NURS 6501
• NURS 6512
• NURS 6521
NRNP 6635 - Psychopathology and Diagnostic Reasoning

(3 cr.)
Psychiatric-mental health nurse practitioners (PMHNPs) need to have the knowledge and skills to provide comprehensive mental health evaluations in a safe and competent manner. In this course, students can learn how to use knowledge of psychopathology and diagnostic reasoning for health promotion and psychiatric assessment, and to develop differential diagnosis for patients with psychiatric and substance use disorders across the life span.

NRNP 6645 - Psychotherapy With Multiple Modalities

(3 cr.)
Psychotherapy involves giving more than good advice. For the psychiatric mental health nurse practitioner (PMHNP) to be effective, deliberate approaches to therapy must be consistent with evidence-based practices. Learners in this course examine a variety of therapeutic techniques that can be used during psychotherapy sessions with individuals, families, and groups across the lifespan. Emphasis is placed on evidence-based applications of various therapeutic approaches for a wide range of psychiatric issues.

NRNP 6665 - Psychiatric Mental Health Nurse Practitioner Care Across the Lifespan I

(3 cr.)
Working from a lifespan approach, this course brings together diagnosis and treatment planning in psychiatry. Topics include psychiatric assessment, application of diagnostic criteria, diagnostic formulation, differential diagnosis, psychopharmacology, and appropriate labs and diagnostics. The learner will select a combination of psychotherapeutic modalities coupled with psychopharmacologic approaches to treat common psychiatric mental health conditions across the lifespan. Legal and ethical considerations for working with clients across the lifespan will be addressed. Students build confidence as they continue to transition from the role of registered nurse to that of advanced practice nurse.

Prerequisites
- NURS 6501
- NURS 6512
- NURS 6521
- NURS 6630
- NRNP 6635
- NRNP 6645
NRNP 6675 - Psychiatric Mental Health Nurse Practitioner Care Across the Lifespan II

(3 cr.)
Continuing from the lifespan approach, students in this final course for the psychiatric-mental health nurse practitioner (PMHNP) focus on clinical competence in mental health settings by building on content and skills from previous courses. Selection of assessment approaches for patients across the lifespan, as well as differential diagnosis, application of diagnostic criteria, appropriate diagnostic testing, and diagnostic case formulation will be undertaken. The learner will use both psychotherapeutic approaches coupled with psychopharmacologic approaches to treat common psychiatric mental health conditions. Classroom activities and case studies enable students to explore the salient nurse practitioner practice issues involved in the delivery of safe, competent, high-quality, and cost-effective care of patients in a dynamic healthcare system. The application of knowledge in the management of clients and collaboration among the advanced practice nurse and the patient, family, and interprofessional healthcare team are emphasized. This course is designed for nurse practitioner (NP) students to synthesize their knowledge and clinical skills to provide care to patients with complex health conditions.

Prerequisites
- NURS 6501
- NURS 6512
- NURS 6521
- NURS 6630
- NRNP 6645
- NRNP 6665

NRNP 6810 - Primary Care Approaches for Children

(3 cr.)
This course is designed to provide the pediatric advanced practice nursing student with specialized knowledge needed for outpatient pediatric care of children from birth to young adulthood. There is also emphasis on pediatric illnesses commonly seen in the primary care office setting as well as evidence-based approaches to diagnosis and pediatric disease management.

NRNP 6820 - Management of Complex Pediatric Conditions

(3 cr.)
This course is designed to provide the pediatric advanced practice nursing student with specialized knowledge needed for the management of complex acute and chronic illnesses in children from birth to young adulthood. There is emphasis on evidence-
based approaches to diagnose and treat complex and chronic illnesses in pediatric patients within the family and community systems. Students also integrate knowledge, theory, and clinical practice research from a variety of disciplines into age-appropriate assessment and treatment of children using culturally appropriate strategies for patient and family education.

Prerequisites
- NURS 6501
- NURS 6512
- NURS 6521
- NURS 6800
- NRNP 6810

**NRNP 6830 - Management of Specialized Populations**

(3 cr.)
This course is designed to provide the pediatric advanced practice nursing student with specialized knowledge needed when caring for specialized pediatric populations from birth to young adulthood. There is emphasis on what makes various subpopulations special and how best to provide evidence-based healthcare and disease management for special populations. This includes behavioral health issues, bullying, adolescent health, sexuality, contraception, eating disorders, LGBTQ+ youth, child abuse, mental health, and foster children.

Prerequisites
- NRNP 6800
- NRNP 6810
- NRNP 6820

**NRNP 6840 - Synthesis of Pediatric Primary Care**

(3 cr.)
This course is designed to prepare advanced practice nursing students with a combination of knowledge and skills that will help prepare them for the pediatric nurse practitioner primary care role. It also assists students to implement the pediatric nurse practitioner role in a collaborative model of practice.

Prerequisites
- NRNP 6800
- NRNP 6810
- NRNP 6820
- NRNP 6830

**NRNP/PRAC 6550 - Advanced Practice Care of Adults in Acute Care Settings II**
NRNP/PRAC 6551 - Primary Care of Women

(5 cr.: 3 cr. didactic, 2 cr. practicum)
How can a nurse practitioner decide what is important to focus on in a 15- to 30-minute appointment with a woman seeking primary care? Students in this course gain opportunities to teach and promote wellness in women through the process of screening for commonly seen gynecological disorders. Students learn to analyze data to interpret results for the benefit of women seeking assistance with planning healthy lifestyle behaviors. They also gain clinical experience in a primary healthcare setting that provides opportunities to increase competence in diagnosis, treatment, referrals, or follow-up care with a concentration on improving patient outcomes.
Prerequisites
- NURS 6501
- NURS 6512
- NURS 6521
- NURS 6531 or NUNP 6531
- NURS 6540 or NURS 6541

Note: This course requires a minimum of 160 practicum hours.

NRNP/PRAC 6640 - Psychotherapy With Individuals

(5 cr.: 3 cr. didactic, 2 cr. practicum)
Psychotherapy involves giving more than "good advice." For the psychiatric mental health nurse practitioner (PMHNP) to be effective, deliberate approaches to therapy
must be used that are consistent with evidence-based practices. Learners in this course are introduced to a variety of therapeutic techniques that can be used during psychotherapy sessions with individuals across the lifespan. Emphasis is placed on evidence-based applications of various therapeutic approaches for a wide range of psychiatric issues. The focus of the practicum experience is on psychotherapeutic approaches with individuals.

Note: This course requires a minimum of 160 practicum hours.

NRNP/PRAC 6650 - Psychotherapy With Groups and Families

(5 cr.: 3 cr. didactic, 2 cr. practicum)
Managed care has ushered in a new era of effective mental health services. To that end, the psychiatric mental health nurse practitioner (PMHNP) must know how to optimize not only his or her time, but also the treatment benefits associated with family and group therapy. In this course, the emphasis is on the concept of treatment of the family unit. Group dynamics and benefits associated with group therapy are also emphasized along with introducing the learner to techniques that can be used in group therapy settings. The focus of the practicum experience is on the treatment of the family unit as well as the provision of group psychotherapy.

Note: This course requires a minimum of 160 practicum hours.

NRNP/PRAC 6660 - Psychiatric Mental Health Nurse Practitioner Role I: Child and Adolescent

(5 cr.: 3 cr. didactic, 2 cr. practicum)
Working from a lifespan approach, this first practicum course for the psychiatric mental health nurse practitioner (PMHNP) is an introduction for the learner to child and adolescent psychiatry. Emphasis is placed on the psychiatric and/or mental health disorders that begin in childhood and adolescence and topics include psychiatric assessment, differential diagnosis, application of diagnostic criteria, appropriate diagnostic testing, and diagnostic formulation. The learner will select a combination of psychotherapeutic modalities coupled with psychopharmacologic approaches to treat common psychiatric mental health conditions of children and adolescents. The focus of the practicum experience is on application of didactic concepts to actual patient care situations.

Note: This course requires a minimum of 160 practicum hours.

NRNP/PRAC 6670 - Psychiatric Mental Health Nurse Practitioner Role II: Adult and Older Adult

(5 cr.: 3 cr. didactic, 2 cr. practicum)
Continuing from the lifespan approach, the focus for the learner in this final course for the psychiatric mental health nurse practitioner (PMHNP) program is on psychiatric mental health issues that occur in adults and older adults. Selection of assessment
approaches for the adult and older adult as well as differential diagnosis, application of diagnostic criteria, appropriate diagnostic testing, and diagnostic case formulation will be undertaken. The learner will use both psychotherapeutic approaches coupled with psychopharmacologic approaches to treat common psychiatric mental health conditions of adults and older adults. Through these practicum experiences, learners will focus on the application of didactic concepts to patient care situations.

Note: This course requires a minimum of 160 practicum hours.

**NRSE 6002 - Transition to Graduate Study for Nursing**

(3 cr.)
In this course students are introduced to Walden University and online learning. Students explore strategies for the successful participation in an online curriculum. Students also will receive a foundation for academic and professional success as scholar-practitioners and social change agents. Course assignments introduce students to resources that support success, development of graduate-level writing skills and use of APA Style, academic integrity, and the creation of a professional development plan based on each student's chosen specialization. Additionally, information and requirements for the MSN Practicum are introduced.

Note: NRSE courses are equivalent to the NURS version of the course.

**NRSE 6003 - Transition to Graduate Study for Nursing**

(3 cr.)
In this course students are introduced to Walden University and online learning. Students explore strategies for the successful participation in an online curriculum. Students also will receive a foundation for academic and professional success as scholar-practitioners and social change agents. Course assignments introduce students to resources that support success, development of graduate-level writing skills and use of APA Style, academic integrity, and the creation of a professional development plan based on each student's chosen specialization. Additionally, information and requirements for the MSN Practicum are introduced.

Note: NRSE courses are equivalent to the NURS version of the course.

**NRSE 6050 - Policy and Advocacy for Improving Population Health**

(5 cr.)
In today's rapidly changing healthcare delivery system, decisions made within the political arena impact the future of health delivery systems, healthcare professionals, and the populations they serve. In this course, students examine the policy process and its impact on healthcare delivery, cost, quality, and access. Students examine the importance of getting healthcare issues on federal and state agenda, investigate governmental response through legislation and regulation, and identify where they can advocate for positive outcomes in program/policy design, implementation, and
evaluation. Global health issues are examined for their relevance and impact on the
development of the nurse advocate. Through discussions, reflection, case studies, and
the application of professional communications techniques as political tactics to
influence policy outcomes, students demonstrate integration of policy decision-making
into professional nurse practice for the benefit of individuals and populations.
Note: NRSE courses are equivalent to the NURS version of the course.

**NRSE 6051 - Transforming Nursing and Healthcare Through Technology**

(5 cr.)
Nursing informatics is essential to the provision of effective and efficient care. This
course examines nursing informatics as a nursing competency and a nursing specialty.
Students examine the role of the nurse informaticist in current practices related to the
collection, access, and use of health information and knowledge, as well as the
implementation of clinical systems. Through this course, students gain an understanding
of how informatics is used to improve advanced nursing practice and healthcare
outcomes across organizations, public health, and consumer health settings.
Note: NRSE courses are equivalent to the NURS version of the course.

**NRSE 6052 - Essentials of Evidence-Based Practice**

(5 cr.)
Nurses base practice on sound and tested evidence to ensure the safety, high quality,
and cost-effectiveness of patient care. This course provides students the opportunity to
gain a better understanding of evidence-based practice (EBP) and how it interacts and
aligns with research and quality improvement. Students will examine how to use
databases to discover evidence and how to apply their knowledge of research
methodologies to critically appraise literature. They will also examine opportunities to
strengthen their synthesis and integration skills to determine whether a change in
practice is needed, based on a body of evidence. Through exploration of
implementation, evaluation, and dissemination strategies, students will explore the
intricacies of leading and mentoring change within an organization to enhance nursing
practice.
Note: NRSE courses are equivalent to the NURS version of the course.

**NRSE 6053 - Interprofessional Organizational and Systems Leadership**

(5 cr.)
Students in this course will develop leadership skills to transform nursing and adapt
organizations in response to the turbulent healthcare environment. They will develop
and apply theory-based leadership competencies to create the organizational cultures
needed to achieve quality patient outcomes. Students will also explore evidence-based
strategies to create healthy work environments that empower nurses and build
collaborative interprofessional teams.

Note: NRSE courses are equivalent to the NURS version of the course.

NRSE 6512 - Advanced Health Assessment and Diagnostic Reasoning

(5 cr.)
The physical and emotional well-being of patients and families can be complex and multifaceted. Advanced practice nurses need to have the knowledge and ability to provide safe, competent, and comprehensive physical health assessments. Students in this course focus on concepts and skills to assess patients across the lifespan. They learn to use diagnostic reasoning, advanced communication, and physical assessment skills to identify changes in health patterns. Students also will explore preventative health through risk evaluation of healthy individuals as a central theme of clinical practice in addition to the assessment of patients with acute and chronic health problems. The advanced skills of suturing, reading 12 Lead EKGs, and interpreting X-rays will be covered. Course assignments emphasize risk assessment, diagnostic reasoning, and evidence-based assessment across the lifespan.

Note: NRSE courses are equivalent to the NURS version of the course.

NRSE 6600 - Capstone Synthesis Practicum

(5 cr.)
Students in this course apply the MSN curriculum experience by translating knowledge into practice through participation in professional activities and the development of a culminating project. Students apply theory, principles, and concepts related to their area of specialization in order to enhance nursing practice and promote positive social change.

Note: NRSE courses are equivalent to the NURS version of the course.

NSEI 6030 - Principles of Programming♦

(3 sem. cr.)
The discipline of software development demands a variety of skills. Students in this course assess the fundamental practices and principles of designing and constructing object-oriented programs. They engage in substantial hands-on practice, reinforcing algorithmic thinking, logical design, precise coding, and careful attention to quality.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

NSEI 6113 - Information Technology in the Organization

(3 sem. cr.)
Through a review of modern computer systems and the social and economic issues related to their use, students in this course are introduced to the conceptual
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foundations for designing, developing, and deploying large-scale management information systems. They investigate the role of information technology in an organization—particularly the collection, storage, and distribution of information for operations, planning, and decision making.

NSEI 6115 - Computer Networking and Operating Systems♦

(3 sem. cr.)
Within this course, students can learn the concepts of computer operating systems, including the main functions, similarities, and differences. Students can explore a variety of topics, including configuration, file systems, security, administration, interfacing, multitasking, and performance analysis. In addition, they can further their understanding of computers through the study of computer networks by learning key networking concepts, components, and the design of information and communication infrastructure solutions.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

NSEI 6145 - Enterprise Database Design

(3 sem. cr.)
In this course, students discuss the design, implementation, and operation of databases using a principal relational database management system (DBMS). Many fundamental topics are covered in this course including: data modeling using entity-relationship diagrams; data storage, manipulation, and queries using structured query language (SQL); functional dependencies, normalization concepts, data warehouse architectures, data warehouse modeling, and data analytics.

NSEI 6511 - Information Systems Project Management♦

(3 sem. cr.)
Students develop the skills needed to plan, lead, and manage an information systems project. Topics include estimating, budgeting, and scheduling; risk management; team leadership; engineering process management; and open-source processes.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

NSEI 6561 - Service and Sourcing Management♦

(3 sem. cr.)
Students learn to manage projects and programs that span multiple organizations. Topics include process and best practices for qualification, acceptance, and assurance; service-level agreements; relationship management; and supply chain strategy.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program.
program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

NSEI 6630 - Information Systems Management

(3 sem. cr.)
An effective healthcare information system is one that provides value by addressing the requirements of an organization and the needs of the individuals who will use the system. Such a system requires knowledgeable, ongoing management at each step within the complex process. Students in this course explore the technical aspects of information systems management, including key issues of systems design and development as well as system support and maintenance. Focusing on the systems development life cycle (SDLC) approach, students analyze and describe necessary steps in the cycle, such as identifying and selecting appropriate systems technology and data standards, creating requirements, evaluating security, and accommodating human factors in design and use. Additionally, students learn terminology, functions, and standards as well as the basics of information architecture and systems infrastructure.

NSEI 6631 - Data Warehousing and Business Intelligence♦

(3 sem. cr.)
Students learn key approaches to the integration of enterprise-wide information to support business strategy and decision-making. They cover issues in data acquisition, storage, retrieval, and analysis. Topics include data warehouses; data marts; dashboards, key performance indicators, and scorecards; online analytical processing; and data visualization.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

NSEI 6661 - Business Analytics and Data Mining♦

(3 sem. cr.)
Students learn and apply techniques for inference and discovery in large data sets. Topics include statistical inference, exploratory data analysis, data mining, text mining, and machine learning for predictive modeling.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

NSEI 6712 - Business Architecture and Process♦

(3 sem. cr.)
Students in this course examine the structure and operations of organizations from an information-processing point of view and develop skills in analyzing, designing, and improving operations. Topics include fundamental business structures; business process
design, management, and optimization; decision support and automation; and enterprise resource planning and integration.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

NSEI 6713 - Business Strategy for Competitive Advantage

(3 sem. cr.)
The focus of this course is on the development and implementation of business strategies that enable competitive advantage, with an emphasis on understanding the current environment in which the organization competes and forecasting how that environment may change.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

NSEI 6720 - Integrated Project Process Management

(3 sem. cr.)
Students in this course focus on the iterative nature of the project management processes, demonstrating how an integrated approach to project management increases the likelihood of project success. Students learn how the project management processes and process groups intersect. Students develop a comprehensive project plan that comprises the project management knowledge areas with specific emphasis on scope, time, cost, and quality management. Students also learn the paramount importance of project communications management as a tool for managing stakeholder expectations.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

NSEI 6721 - Organizational and Social Dimensions of Information Systems

(3 sem. cr.)
In this course, students place their technical and process work in a human context, focusing on issues and effects in a broader domain. Topics include organizational behavior and change; intellectual property issues; ethics, professionalism, and social impact; and privacy and security.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

NSEI 6730 - Budgeting and Management of Operations

(3 sem. cr.)
In this course, students explore the role of budgeting and management of operations in an organizational environment. Emphasis is placed on developing budget and operational
plans based on an organization’s financial data, project plans, and goals. The interdisciplinary knowledge and skills associated with achieving project goal attainment, positive operating cash flow, risk mitigation strategy, and operational alignment are developed in this course. Students are also introduced to planning considerations associated with global operations.

NSEI 6740 - Enterprise and Project Risk Management

(3 sem. cr.)
In this course, students learn how to plan, analyze, respond to, and control qualitative and quantitative risk in projects. Students examine the internal risks associated with managing projects and the external risks associated with customer behavior, the supply chain, transportation and distribution channels, and acts of nature within the framework of the organization’s overall risk strategy. Students learn about strategies for working with project stakeholders to identify and respond to risk within defined ethical and legal standards.

NSEI 6781 - Information Security Governance

(3 sem. cr.)
Students in this course cover information security issues in an organizational context, recognizing the increasing stakes in keeping systems safe from tampering and disclosure. Topics include management structures and processes for enterprise information security; information security in the supply chain; legal, regulatory, audit, and policy issues; risk management; and the business case for information security.

NUNP 6531 - Advanced Practice Care of Adults Across the Lifespan

(5 cr.)
In this course, students learn how nurse practitioners master the art and science of clinical decision making among adult populations across the lifespan. Students focus on the diagnosis and management of primary healthcare needs and problems of the adult, elderly, and frail elderly. They engage in a variety of course assignments that focus on physical and behavioral disease processes central to diagnosing illnesses as well as planning, implementing, and evaluating therapeutic treatment programs for acute illnesses commonly encountered in a primary healthcare setting. Students gain confidence in clinical experiences in a primary healthcare setting where they learn to
plan, implement, and evaluate therapeutic regimens for adult patients with common acute and chronic illnesses.

**NUNP 6540 - Advanced Practice Care of Frail Elders**

(5 cr.)
The frail elderly are a subpopulation characterized by the decline in functional ability to meet the basic activities of daily living. In this course, students focus on the complex health care and management needs of the frail elderly by advanced nurse practitioners in community settings. Students learn to plan, implement, and evaluate therapeutic regimens through the analysis of case studies and the actual care of frail elderly in various settings. Additionally, students examine content related to end-of-life care and caregiver issues to gain the knowledge and sensibilities needed to implement positive change for the quality of life available to this vulnerable population.

**NUNP 6541 - Primary Care of Adolescents and Children**

(5 cr.)
How can a nurse practitioner master the art and science of clinical decision making among pediatric populations? This course provides students with the opportunity to answer this question as they examine content related to the primary healthcare of children and adolescents while focusing on growth and development, health promotion, and common primary care health problems. Students learn how to identify, diagnose, and manage these problems. They also gain confidence in clinical experience in a primary healthcare setting that provides opportunities to assess, diagnose, plan, implement, and evaluate therapeutic regimens for acute and chronic illnesses commonly found in children and adolescents.

**NUNP 6550 - Advanced Practice Care of Adults in Acute Care Settings I**

(5 cr.)
The complex assessment and care of patients in the hospital setting will require advanced practice nurses to obtain the specialized skills necessary to provide quality care for patients in these acute care settings. This course is designed to prepare students to provide care for acute, chronic, and critically ill patients. Students in this course will be introduced to the role of the advanced practice nurse, while gaining confidence in caring for patients. Through course assignments and clinical practice in the acute care setting, students will plan, implement, and evaluate care for patients. Students will also increase their knowledge of pharmacologic management of hospitalized patients, while applying knowledge gained through previous coursework.

**NUNP 6551 - Primary Care of Women**
How can a nurse practitioner decide what is important to focus on in a 15–30 minute appointment with a woman seeking primary, prenatal, or postpartum care? Students in this course gain opportunities to teach and promote wellness in women through the process of screening for common gynecological disorders, normal pregnancy, and other common health conditions that impact women’s health. Students learn to analyze data to interpret results for the benefit of women seeking assistance with planning healthy lifestyle behaviors. They also gain clinical experience in a primary healthcare setting that provides opportunities to increase competence in diagnosis, treatment, referrals, or follow-up care with a concentration on improving patient outcomes.

**NUNP 6560 - Advanced Practice Care of Adults in Acute Care Settings II**

(5 cr.)
Students in this course will advance their clinical competence in the care of medical and surgical patients in acute care settings. Through clinical practice, students will build confidence as they begin the transition from student to advanced practice nurse. Classroom activities and case studies will enable students to explore resources and support systems available to acutely ill adolescents, adults, and older adults. Clinical experiences in hospital settings will provide students with the continued opportunity to develop, implement, and evaluate treatment plans for patients with complex acute, critical, and chronic illness. The application of knowledge in the management of medical and surgical patients and the collaboration between the advanced practice nurse and the patient, family, and multidisciplinary healthcare team are emphasized.

**NUNP 6565 - Synthesis in Advanced Nursing Practice Care of Patients in Primary Care Settings**

(5 cr.)
Students in this synthesis course will focus on clinical competence in primary care settings by building on knowledge and skills gained in previous courses. Through clinical practice students will build confidence as they begin the transition from the role of registered nurse to advanced practice nurse. Classroom activities and case studies will enable students to explore the salient advanced practice nursing issues involved in the delivery of safe, competent, quality and cost-effective care of patients in a dynamic healthcare system. Clinical experiences in primary care settings will provide students with the continued opportunity to develop, implement, and evaluate management plans for patients with complex health conditions. The application of knowledge in the management of clients and collaboration between the advanced practice nurse and the client, family, and interprofessional healthcare team are emphasized.

**NUNP 6630 - Psychopharmacologic Approaches to Treatment of Psychopathology**
At times, psychotherapy is not enough to alleviate the emotional difficulties that some patients face. To that end, psychopharmacologic approaches are needed. Psychiatric mental health nurse practitioners (PMHNPs) must have a strong basis in psychopharmacology, extending from a prior education in pharmacology, to make appropriate medication choices for their patients. Learners in this course consider psychopharmacologic approaches to major mental health disorders including, but not limited to, major depressive disorders, bipolar disorder, anxiety disorders as well as psychotic disorders. Learners explore key considerations associated with medication selection, monitoring of efficacy, and long-term management.

**NUNP 6640 - Psychotherapy With Individuals**

(5 cr.)
Psychotherapy involves giving more than "good advice." In order for the psychiatric mental health nurse practitioner (PMHNP) to be effective, deliberate approaches to therapy must be consistent with evidence-based practices. Learners in this course examine a variety of therapeutic techniques that can be used during psychotherapy sessions with individuals across the lifespan. Emphasis is placed on evidence-based applications of various therapeutic approaches for a wide range of psychiatric issues. Practicum experiences focus on psychotherapeutic approaches with individuals.

**NUNP 6650 - Psychotherapy With Groups and Families**

(5 cr.)
This course emphasizes the concept of treatment of groups and families. Group and family dynamics and benefits associated with group and family therapy are also emphasized along with introducing the learner to techniques that can be used in group and family therapy settings. Practicum experiences focus on the treatment of the family unit as well as the provision of group psychotherapy. Managed care has ushered in a new era of effective mental health services. To that end, the psychiatric mental health nurse practitioner must know how to optimize not only his or her time, but also the treatment benefits associated with family and group therapy.

**NUNP 6660 - Psychiatric Mental Health Nurse Practitioner Role I: Child and Adolescent**

(5 cr.)
Working from a lifespan approach, this course introduces child and adolescent psychiatry. Emphasis is placed on the psychiatric and/or mental health disorders that begin in childhood and adolescence. Topics include psychiatric assessment; differential diagnosis; and application of diagnostic criteria, appropriate diagnostic testing, and diagnostic formulation. The learner will select a combination of psychotherapeutic modalities coupled with psychopharmacologic approaches to treat common psychiatric
mental health conditions of children and adolescents. The focus of the practicum experience is on application of didactic concepts to actual patient care situations. Legal and ethical considerations for working with children and adolescents will be addressed.

NUNP 6670 - Psychiatric Mental Health Nurse Practitioner Role II: Adults and Older Adults

(5 cr.) Continuing from the lifespan approach, the learner in this final course for the psychiatric mental health nurse practitioner (PMHNP) focuses on psychiatric mental health issues that occur in adults and older adults. Selection of assessment approaches for the adult and older adult as well as differential diagnosis, application of diagnostic criteria, appropriate diagnostic testing, and diagnostic case formulation will be undertaken. The learner will use both psychotherapeutic approaches coupled with psychopharmacologic approaches to treat common psychiatric mental health conditions of adults and older adults. Through these practicum experiences, learners will focus on the application of didactic concepts to patient care situations.

NURS 3000 - Issues and Trends in Nursing

(5 cr.) Improvement of healthcare delivery in the United States relies on many factors, such as effective nurse advocacy through politics, policy, and professional associations. But advocacy depends on the ability to fully understand current issues, systems, policies, and related contexts. In this course, students engage in a systems-level analysis of the implications of healthcare policy on issues of access, equity, affordability, and social justice in healthcare delivery. Through policy analysis assignments students apply legislative, regulatory, and financial processes relevant to their organization and provision of healthcare services in their community. Students consider the impact of these processes on quality and safety in nursing practice environment and disparities in the healthcare system. Through this course, students gain the knowledge and skills needed to advocate for vulnerable populations and promote positive social change.

Note: BSN students must take this course first in their sequence.

NURS 3001 - Issues and Trends in Nursing

(5 cr.) Improvement of healthcare delivery in the United States relies on many factors, such as effective nurse advocacy through politics, policy, and professional associations. But advocacy depends on the ability to fully understand current issues, systems, policies, and related contexts. In this course, students engage in a systems-level analysis of the implications of healthcare policy on issues of access, equity, affordability, and social justice in healthcare delivery.
Through policy analysis assignments, students apply legislative, regulatory, and financial processes relevant to their organization and provision of healthcare services in their community. Students consider the impact of these processes on quality and safety in nursing practice environment and disparities in the healthcare system. Through this course, students gain the knowledge and skills needed to advocate for vulnerable populations and promote positive social change.

Note: RN-MSN students must take this course first in their sequence.

**NURS 3005 - The Context of Healthcare Delivery**

(5 cr.)
Improvement of healthcare delivery in the United States relies on many factors, such as effective nurse advocacy through politics, policy, and professional associations. But advocacy depends on the ability to fully understand current issues, systems, policies, and related contexts. In this course, students engage in a systems-level analysis of the implications of healthcare policy on issues of access, equity, affordability, and social justice in healthcare delivery. Through policy analysis assignments students apply legislative, regulatory, and financial processes relevant to their organization and provision of healthcare services in their community. Students consider the impact of these processes on quality and safety in nursing practice environment and disparities in the healthcare system. Through this course, students gain the knowledge and skills needed to advocate for vulnerable populations and promote positive social change.

**Prerequisites**
- NURS 3000

**NURS 3010 - Information Management in Nursing and Healthcare**

(5 cr.)
Professionals often use information technology to support clinical and managerial decision making in the field of healthcare. Students in this course explore these information technology applications through a variety of written and practical assignments. They focus on information technology that supports the delivery of services, including the collection, storage, retrieval, and communication of data; information systems safeguards; ethical and legal issues; and information management to promote patient safety and quality of care. Students also share examples of information literacy and discuss why it is important to the practice of nursing. Additionally, students identify basic hardware and software components and explore fundamental software applications, including spreadsheets and healthcare databases.

**Prerequisites**
- BS in Communication
  - COMM 1010
- All Other Programs
  - NURS 3005
NURS 3015 - Pathopharmacology

(5 cr.)
A major responsibility of nurses is to help ensure safe administration of medication by having an in-depth understanding of drug categories and how each type interacts with other drugs in the body. In this course, students explore foundational pharmacologic principles and topics, including key drug actions and interactions, effects of various categories of drugs, and pharmacokinetics and pharmacodynamics. Through case studies and other functional applications, students learn about the pathophysiology related to major health problems across the lifespan and the pharmacologic management of those problems. They examine the cellular aspects of disease, pathophysiological signs and symptoms, and dynamics of body defenses. Students also consider pathopharmacological implications in the practice of nursing.

Prerequisites
- NURS 3010

NURS 3020 - Health Assessment♦

(5 cr.)
Through this course, students have the opportunity to gain the knowledge and skills required to collect data related to assessment of individual health status. They learn the physical examination skills of inspection, palpation, percussion, and auscultation used to assess major body systems across the lifespan. They gain practical experience using interviewing techniques and communication skills for taking patient histories, and they discuss the psychological, social, and cultural aspects of clinical assessment. Additionally, students consider the integration of data to guide the nursing process and ethical guidelines. Engaging in interactive simulations, students apply knowledge and demonstrate understanding of conducting health assessments.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.);1-443-627-7222 (toll)] for more information.

NURS 3100 - Issues and Trends in Nursing♦

(6 cr.)
In this course, students are provided with an overview of the evolution of nursing as a profession and introduced to their new role as scholar-practitioners. They examine changes in the U.S. healthcare delivery system, the importance of information technology, and measures that promote quality, safety, and better health outcomes in patient care. Students consider major issues and trends in contemporary nursing and healthcare practice, including the influence of socioeconomic, ethical, legal, and political variables and professional values. Through weekly discussions and assignments, students
explore and share personal experiences in the context of contemporary nursing issues, such as the nursing shortage, workforce challenges, healthcare financing, professional organizations, and diversity. They are challenged to examine and propose solutions to these nursing issues in addition to those in their workplace. Students reflect on Walden's mission of social change and its impact on their future nursing practice as a scholar-practitioner. Because this is the first nursing course within the RN/BSN program, students learn to use Walden University's resources to enhance writing skills. Students are also introduced to the tools essential to success at Walden.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**NURS 3101 - Issues and Trends in Nursing**

*(6 cr.)*

In this course, students are provided with an overview of the evolution of nursing as a profession and introduced to their new role as scholar-practitioners. They examine changes in the U.S. healthcare delivery system, the importance of information technology, and measures that promote quality, safety, and better health outcomes in patient care. Students consider major issues and trends in contemporary nursing and healthcare practice, including the influence of socioeconomic, ethical, legal, and political variables and professional values. Through weekly discussions and assignments, students explore and share personal experiences in the context of contemporary nursing issues, such as the nursing shortage, workforce challenges, healthcare financing, professional organizations, and diversity. They are challenged to examine and propose solutions to these nursing issues in addition to those in their workplace. Students reflect on Walden's mission of social change and its impact on their future nursing practice as a scholar-practitioner. Because this is the first nursing course within the RN/BSN program, students learn to use Walden University's resources to enhance writing skills. Students are also introduced to the tools essential to success at Walden.

**NURS 3110 - Information Management and Patient Care Technology**

*(5 cr.)*

Nursing informatics supports nursing practice in education, administration, research, patient safety, quality outcomes, core standards, and nurse-sensitive outcomes. In this course, students emphasize the meaningful use of information technology in the delivery of nursing services, including the collection, storage, retrieval, and communication of data; information system safeguards; ethical and legal issues; and information management to promote patient safety and quality of care.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**NURS 3110A - Information Management and Patient Care Technology**
Nursing informatics supports nursing practice in education, administration, research, patient safety, quality outcomes, core standards, and nurse-sensitive outcomes. In this course, students emphasize the meaningful use of information technology in the delivery of nursing services, including the collection, storage, retrieval, and communication of data; information system safeguards; ethical and legal issues; and information management to promote patient safety and quality of care.

**NURS 3150 - Foundations of Nursing Research**

(5 cr.)

Nurses must understand research in order to effectively participate in the provision of evidence-based nursing care. Students in this course learn the foundational elements of the research process, refine information literacy skills, and develop an understanding of ethical research. Students investigate each step of the research process and complete a critical examination of quantitative and qualitative research relevant to their nursing practice. Students are given the tools to analyze nurse-sensitive indicators and clinical practice guidelines.

**Prerequisites**

- RN-BSN Track Students
  - STAT 3001 or PSYC 3002
- RN-BSN-AIM Track Students
  - STAT 3001 or PSYC 3002; cannot be taken with NURS 5052

**NURS 3151 - Foundations of Nursing Research**

(5 cr.)

Nurses must understand research in order to effectively participate in the provision of evidence-based nursing care. Students in this course learn the foundational elements of the research process, refine information-literacy skills, and develop an understanding of ethical research. Students investigate each step of the research process and complete a critical examination of quantitative and qualitative research relevant to their nursing practice. Students are given the tools to analyze nurse-sensitive indicators and clinical practice guidelines.

**NURS 4000 - Research and Scholarship for Evidence-Based Practice**

(5 cr.)

Nurses engage in research to stay up-to-date on the changing scope of healthcare as well as new methods and best practices in providing quality care to patients. Students in this course learn the basic elements of the research process. They also learn how scholar-practitioners use these elements to discover new knowledge and models for applying evidence to inform clinical decisions and improve nursing practice and patient
outcomes. They consider the ethical conduct of research and scholarly work as well as the nurse's role in the collection, documentation, analysis, interpretation, dissemination, and utilization of research data. Students apply course concepts as they research a current problem in nursing practice, propose solutions for change, and synthesize literature that supports their proposed changes.

**Prerequisites**

- NURS 3020

**NURS 4001 - Research and Scholarship for Evidence-Based Practice**

(5 cr.)
Nurses engage in research to stay up-to-date on the changing scope of healthcare as well as new methods and best practices in providing quality care to patients. Students in this course learn the basic elements of the research process. They also learn how scholar-practitioners use these elements to discover new knowledge and models for applying evidence to inform clinical decisions and improve nursing practice and patient outcomes. They consider the ethical conduct of research and scholarly work as well as the nurse's role in the collection, documentation, analysis, interpretation, dissemination, and utilization of research data. Students apply course concepts as they research a current problem in nursing practice, propose solutions for change, and synthesize literature that supports their proposed changes.

**NURS 4005 - Topics in Clinical Nursing♦**

(5 cr.)
Nurses play a critical role in the care of patients with major acute and chronic health problems. They are accountable for clinical outcomes and for promoting quality and safety in patient care through the use of information technology. Students in this course will examine their role in the evaluation of nurse-sensitive indicators, standards, and core measures to develop an evidence-based practice approach to care. Students explore the relationship of genetics and genomics to health and illness as well as infection-control issues. The nurse's role in palliative and end-of-life care and complementary and alternative therapies is also explored. Students apply course concepts and demonstrate an understanding of nursing interventions and agency policy to improve nursing practice.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**NURS 4006 - Topics in Clinical Nursing**

(5 cr.)
Nurses play a critical role in the care of patients with major acute and chronic health problems. They are accountable for clinical outcomes and for promoting quality and
safety in patient care through the use of information technology. Students in this course will examine their role in the evaluation of nurse-sensitive indicators, standards, and core measures to develop an evidence-based practice approach to care. Students explore the relationship of genetics and genomics to health and illness as well as infection-control issues. The nurse’s role in palliative and end-of-life care and complementary and alternative therapies is also explored. Students apply course concepts and demonstrate an understanding of nursing interventions and agency policy to improve nursing practice.

**NURS 4010 - Family, Community, and Population-Based Care**

(7 cr.)
The focus of this course is on application of theories and concepts from nursing and public health sciences in assessing health status and preventing and controlling disease in families, aggregates, and communities as clients. The use of epidemiological and community assessment techniques to examine populations at risk, health promotion, and levels of disease prevention with special emphasis on ethnically diverse and vulnerable populations are incorporated. Major local, state, and national health issues are considered, including mental health and substance abuse and related co-morbidities, re-emergence of infectious and communicable diseases, environmental and occupational health hazards, bioterrorism, emergency preparedness, and disaster response. Practice experiences provide relevant learning opportunities in population-based health promotion in your own community.

**Prerequisites**
- NURS 4005

**NURS 4011 - Family, Community, and Population-Based Care**

(7 cr.)
The focus of this course is on application of theories and concepts from nursing and public health sciences in assessing health status and preventing and controlling disease in families, aggregates, and communities as clients. The use of epidemiological and community assessment techniques to examine populations at risk, health promotion, and levels of disease prevention with special emphasis on ethnically diverse and vulnerable populations are incorporated. Major local, state, and national health issues are considered, including mental health and substance abuse and related co-morbidities, re-emergence of infectious and communicable diseases, environmental and occupational health hazards, bioterrorism, emergency preparedness, and disaster response. Practice experiences provide relevant learning opportunities in population-based health promotion in your own community.

**NURS 4015 - Public and Global Health**
Through this course, students widen their perspectives of promoting health and preventing disease as they examine health issues that transcend national borders, class, race, ethnicity, and culture. Students discuss the role of the nurse in preserving and promoting health among diverse populations as well as their role in illness prevention and health promotion, protection, and maintenance of targeted populations. They also explore principles of epidemiology and the influencing sociopolitical factors that impact health and well-being of humankind. Students engage in assignments designed to provide practical application of content on topical issues, such as infant mortality rates in the United States and abroad, infectious or communicable disease, implications of global climate change on health, among others. Finally, students consider and reflect on the nurse’s role as a leader in transforming the future of the world’s health.

Prerequisites
- NURS 4010

NURS 4020 - Leadership Competencies in Nursing and Healthcare

(7 cr.)
This focus of this course is on building the knowledge and key competencies essential to successful leadership and influence in an evolving healthcare delivery system. Students in this course emphasize increasing self-awareness in the context of organizational challenges and individual motivation; distinguishing leadership from management, team building, strengthening interpersonal communication, and interdisciplinary effectiveness; shaping a preferred future for nursing; translating strategic vision into action; as well as developing skills in implementing and managing organizational change. Specific learning opportunities include case studies, a battery of self-assessments and 360-degree feedback instruments, and exposure to top-level leaders in nursing and healthcare. Students’ practice experiences provide relevant learning opportunities in quality improvement and leadership development in students’ own practice environment.

Prerequisites
- NURS 4015

NURS 4021 - Leadership Competencies in Nursing and Healthcare

(7 cr.)
This focus of this course is on building the knowledge and key competencies essential to successful leadership and influence in an evolving healthcare delivery system. Students in this course emphasize increasing self-awareness in the context of organizational challenges and individual motivation; distinguishing leadership from management, team building, strengthening interpersonal communication, and interdisciplinary effectiveness; shaping a preferred future for nursing; translating strategic vision into action; as well as developing skills in implementing and managing organizational change. Specific learning
opportunities include case studies, a battery of self-assessments and 360-degree feedback instruments, and exposure to top-level leaders in nursing and healthcare. Students’ practice experiences provide relevant learning opportunities in quality improvement and leadership development in their own practice environment.

**NURS 4100 - Quality and Safety Through Evidence-Based Practice**

(5 cr.)
Nurses are expected to engage in evidence-based practice. As scholar-practitioners, students in this course learn to use evidence in clinical decision making to promote a safe healthcare environment. Students apply course concepts as they identify a current problem in nursing practice and synthesize and evaluate literature, as well as identify changes in practice. Students analyze clinical guidelines and nurse-sensitive indicators in establishing quality and safety initiatives. Students utilize quality improvement models in promoting changes in practice.

Prerequisites

RN-BSN Track Students
- NURS 3150 or NURS 3151

All Other Programs
- NURS 3150

**NURS 4105 - Advocacy Through Healthcare Policy**

(5 cr.)
Effective nurse advocacy is essential to the improvement of health in the United States. In this course, students learn about the power of advocacy through politics, policy, and professional associations. Students gain an understanding of how current issues, systems, policies, and related contexts impact advocacy. They engage in a system-level analysis of healthcare policy issues of access, equity, affordability, and social justice. Students perform healthcare policy analysis by applying research as well as legislative, regulatory, and financial processes in order to positively impact the quality and safety of nursing practice in the healthcare system. Through this course, students gain the knowledge and skills needed to be empowered to advocate for vulnerable populations and promote social justice and positive social change.

**NURS 4115 - Role of the Nurse—Public and Global Health♦**

(5 cr.)
Students in this course will widen their perspectives related to promoting health and preventing disease as they examine health issues that transcend national borders, class, race, ethnicity, and culture. Students evaluate the role of the nurse in preserving and promoting health among diverse populations as well as the role in illness prevention and health promotion, protection, and maintenance of targeted populations. They also
explore principles of epidemiology and the influencing sociopolitical factors that impact health and well-being of humankind. Students engage in assignments designed to provide practical application of content on topical issues, such as infant mortality rates in the United States and abroad, infectious or communicable disease, and implications of global climate change on health, among others. Finally, students consider and reflect on the nurse’s role as a leader in promoting positive social change in transforming the health of populations in the world.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**NURS 4210 - Role of the Nurse Leader in Population Health**

(5 cr.)
Students in this course focus on application of theories and concepts from nursing and public health sciences in assessing health status, preventing and controlling disease, and promoting a healthier population by working with families, aggregates, communities, and healthcare systems. Students apply system thinking by using epidemiological and community assessment techniques to examine at-risk populations, health promotion, and levels of prevention with special emphasis on ethnically diverse and vulnerable populations. Major local, state, and national health issues are considered, including communicable disease, chronic illness, environmental and occupational health, bioterrorism, emergency and disaster preparedness and response. Practice experiences provide learning experiences in population-based health promotion by collaborating with interdisciplinary public health partners in a local community.(1 credit of practicum equates to 72 clock hours of student practice experience hours.)

Prerequisites
- NURS 3150
- NURS 4100 or NURS 5052

Note: RN-BSN Track and RN-BSN-AIM Track students must complete NURS 4210 before NURS 4220.

**NURS 4211 - Role of the Nurse Leader in Population Health**

(5 cr.)
Students in this course focus on application of theories and concepts from nursing and public health sciences in assessing health status; preventing and controlling disease; and promoting a healthier population by working with families, aggregates, communities, and healthcare systems. Students apply systems thinking by using epidemiological and community assessment techniques to examine populations at risk, health promotion, and levels of prevention with special emphasis on ethnically diverse and vulnerable populations. Major local, state, and national health issues are considered, including communicable disease, chronic illness, environmental and occupational health,
bioterrorism, emergency and disaster preparedness, and response. Practice experiences provide learning experiences in population-based health promotion by collaborating with interdisciplinary public health partners in a local community. (1 credit of practicum equates to 72 clock hours of student practice experience hours.)

**NURS 4220 - Leadership Competencies in Nursing and Healthcare**

(5 cr.)
Contemporary nurses who wish to influence the current healthcare system must equip themselves with the knowledge and competencies to lead in times of pressure, constant change, and innovation. Quality Improvement science provides a rich set of tools and techniques and has been adopted by most nursing leaders. Nurses are expected to lead with quality improvement knowledge and competencies. Students in this course work toward gaining these skills by focusing on real practice problems and developing evidence-based solutions. They also learn skills and techniques in team building; strengthening interpersonal, communication, and interdisciplinary collaboration; promoting meaningful use of data to gauge improvements and problem solving; translating day to day practice problems to long term strategy for organizational growth; and identify strategies to manage organizational change. Students apply course concepts through case studies. Through this practice experience, students gain professional knowledge from nursing leaders in practice the application of quality improvement science. (1 credit of practicum equates to 72 clock hours of student practice experience hours.)

**Prerequisites**
- NURS 4210

**Note:** RN-BSN Track and RN-BSN-AIM Track students must complete NURS 4210 before NURS 4220.

**NURS 4220A - Leadership Competencies in Nursing and Healthcare**

(5 cr.)
Contemporary nurses who wish to influence the current healthcare system must equip themselves with the knowledge and competencies to lead in times of pressure, constant change, and innovation. Quality Improvement science provides a rich set of tools and techniques and has been adopted by most nursing leaders. Nurses are expected to lead with quality improvement knowledge and competencies. Students in this course work toward gaining these skills by focusing on real practice problems and developing evidence-based solutions. They also learn skills and techniques in team building; strengthening interpersonal, communication, and interdisciplinary collaboration; promoting meaningful use of data to gauge improvements and problem solving; translating day to day practice problems to long term strategy for organizational growth; and identify strategies to manage organizational change. Students apply course concepts through case studies. Through this practice experience, students gain professional
knowledge from nursing leaders in practice the application of quality improvement science. (1 credit of practicum equates to 72 clock hours of student practice experience hours.)

Prerequisites
- NURS 4210

Note: RN-BSN Track and RN-BSN-AIM Track students must complete NURS 4210 before NURS 4220.

NURS 4221 - Leadership Competencies in Nursing and Healthcare

(5 cr.)
Contemporary nurses who wish to influence the current healthcare system must equip themselves with the knowledge and competencies to lead in times of pressure, constant change, and innovation. Quality Improvement science provides a rich set of tools and techniques and has been adopted by most nursing leaders. Nurses are expected to lead with quality improvement knowledge and competencies. Students in this course work toward gaining these skills by focusing on real practice problems and developing evidence-based solutions. They also learn skills and techniques in team building; strengthening interpersonal, communication, and interdisciplinary collaboration; promoting meaningful use of data to gauge improvements and problem solving; translating day to day practice problems to long term strategy for organizational growth; and identify strategies to manage organizational change. Students apply course concepts through case studies. Through this practice experience, students gain professional knowledge from nursing leaders in practice the application of quality improvement science. (1 credit of practicum equates to 72 clock hours of student practice experience hours.)

Prerequisites
- NURS 3151
- NURS 4211
- NURS 4006

NURS 5050 - Policy and Advocacy for Improving Population Health

(5 cr.)
In today’s rapidly changing healthcare delivery system, decisions made within the political arena impact the future of health delivery systems, healthcare professionals, and the populations they serve. In this course, students examine the policy process and its impact on healthcare delivery, cost, quality, and access. Students examine the importance of getting healthcare issues on federal and state agenda, investigate governmental response through legislation and regulation, and identify where they can advocate for positive outcomes in program/policy design, implementation, and evaluation. Global health issues are examined for their relevance and impact on the
development of the nurse advocate. Through discussions, reflection, case studies, and the application of professional communications techniques as political tactics to influence policy outcomes, students demonstrate integration of policy decision-making into professional nurse practice for the benefit of individuals and populations.

Prerequisites
RN-BSN-AIM Track Students
- NURS 3100

Note: 11-week graduate course.

**NURS 5051 - Transforming Nursing and Healthcare Through Technology**

(5 cr.)
Nursing informatics is essential to the provision of effective and efficient care. This course examines nursing informatics as a nursing competency and a nursing specialty. Students examine the role of the nurse informaticist in current practices related to the collection, access, and use of health information and knowledge, as well as the implementation of clinical systems. Through this course, students gain an understanding of how informatics is used to improve advanced nursing practice and healthcare outcomes across organizations, public health, and consumer health settings.

Prerequisites
- NURS 3100

Note: 11-week graduate course.

**NURS 5052 - Essentials of Evidence-Based Practice**

(5 cr.)
Nurses base practice on sound and tested evidence to ensure the safety, high quality, and cost-effectiveness of patient care. This course provides students the opportunity to gain a better understanding of evidence-based practice (EBP) and how it interacts and aligns with research and quality improvement. Students will examine how to use databases to discover evidence and how to apply their knowledge of research methodologies to critically appraise literature. They will also examine opportunities to strengthen their synthesis and integration skills to determine whether a change in practice is needed, based on a body of evidence. Through exploration of implementation, evaluation, and dissemination strategies, students will explore the intricacies of leading and mentoring change within an organization to enhance nursing practice.

Prerequisites
- NURS 3100
- NURS 3150
- STAT 3001 or PSYC 3002
Note: 11-week graduate course.

**NURS 5501 - Introduction to Statistics and Applied Research Methods**

* (4 sem. cr.)*
Students in this course are provided with an introductory understanding of elementary statistics for social scientists as well as an introduction to social science research. Statistical methods include computation and analysis of frequency distributions, measures of central tendency, understanding of basic probability, and understanding of the normal curve, as well as conceptual understanding of effect sizes, probability value, and the correlation coefficient. Research methods include understanding basic language associated with research, such as the difference between theory and hypothesis, the nature of variables, and different research designs. Students learn to read research critically.

*Note: This course is for semester-based master's level students.*

**NURS 6001 - Foundations for Graduate Study**

* (1 cr.)*
The purpose of this course is to introduce students to Walden University and to the requirements for successful participation in an online curriculum. Students receive a foundation for the student's academic and professional success as scholar-practitioners and social change agents. Course assignments focus on the practical application of writing and critical-thinking skills and the integration of professional practice with professional and academic excellence as they relate to practice in nursing.

**NURS 6002 - Transition to Graduate Study for Nursing**

* (3 cr.)*
In this course students are introduced to Walden University and online learning. Students explore strategies for the successful participation in an online curriculum. Students also will receive a foundation for academic and professional success as scholar-practitioners and social change agents. Course assignments introduce students to resources that support success, development of graduate-level writing skills and use of APA Style, academic integrity, and the creation of a professional development plan based on each student's chosen specialization. Additionally, information and requirements for the MSN Practicum are introduced.

**Prerequisites**

- **Master of Science in Nursing (MSN): RN Track**
  - NURS 4221
- **All Other Programs**
  - None

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NURS 6003 - Transition to Graduate Study for Nursing

(3 cr.)
In this course students are introduced to Walden University and online learning. Students explore strategies for the successful participation in an online curriculum. Students also will receive a foundation for academic and professional success as scholar-practitioners and social change agents. Course assignments introduce students to resources that support success, development of graduate-level writing skills and use of APA Style, academic integrity, and the creation of a professional development plan based on each student's chosen specialization. Additionally, information and requirements for the MSN Practicum are introduced.
Prerequisites
Master of Science in Nursing (MSN): RN Track
- NURS 4221
All Other Programs
- None

NURS 6003TL - Transition to Graduate Study for Nursing [Tempo Learning®-Specific Course]

(3 cr.)
In this course students are introduced to Walden University and online learning. Students explore strategies for the successful participation in an online curriculum. Students also will receive a foundation for academic and professional success as scholar-practitioners and social change agents. Course assignments introduce students to resources that support success, development of graduate-level writing skills and use of APA Style, academic integrity, and the creation of a professional development plan based on each student's chosen specialization.
Prerequisites
Master of Science in Nursing (MSN): RN Track
- NURS 4221
All Other Programs
- None

Note: This version of NURS 6003 is only available as part of specific competency-based Tempo Learning® programs.

NURS 6050 - Policy and Advocacy for Improving Population Health

(5 cr.)
In today's rapidly changing healthcare delivery system, decisions made within the political arena impact the future of health delivery systems, healthcare professionals, and the populations they serve. In this course, students examine the policy process and its
impact on healthcare delivery, cost, quality, and access. Students examine the importance of getting healthcare issues on federal and state agenda, investigate governmental response through legislation and regulation, and identify where they can advocate for positive outcomes in program/policy design, implementation, and evaluation. Global health issues are examined for their relevance and impact on the development of the nurse advocate. Through discussions, reflection, case studies, and the application of professional communications techniques as political tactics to influence policy outcomes, students demonstrate integration of policy decision-making into professional nurse practice for the benefit of individuals and populations.

Prerequisites

**MSN Nurse Practitioner Specializations**
- NURS 6002N or NURS 6003N

**MSN Other Specializations**
- NURS 6002 or NURS 6003

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**NURS 6050TL - Policy and Advocacy for Improving Population Health [Tempo Learning®-Specific Course]**

(5 cr.)

In today's rapidly changing healthcare delivery system, decisions made within the political arena impact the future of health delivery systems, healthcare professionals, and the populations they serve. In this course, students examine the policy process and its impact on healthcare delivery, cost, quality, and access. Students examine the importance of getting healthcare issues on federal and state agendas, investigate governmental response through legislation and regulation, and identify where they can advocate for positive outcomes in program/policy design, implementation, and evaluation. Global health issues are examined for their relevance and impact on the development of the nurse advocate. Through discussions, reflection, case studies, and the application of professional communications techniques as political tactics to influence policy outcomes, students demonstrate integration of policy decision-making into professional nurse practice for the benefit of individuals and populations.

Prerequisites
- NURS 6002 or NURS 6003

**Note:** This version of NURS 6050 is only available as part of specific competency-based Tempo Learning® programs.

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**NURS 6051 - Transforming Nursing and Healthcare Through Technology**

(5 cr.)

Nursing informatics is essential to the provision of effective and efficient care. This course examines nursing informatics as a nursing competency and a nursing specialty. Students examine the role of the nurse informaticist in current practices related to the
collection, access, and use of health information and knowledge, as well as the implementation of clinical systems. Through this course, students gain an understanding of how informatics is used to improve advanced nursing practice and healthcare outcomes across organizations, public health, and consumer health settings.

Prerequisites

MSN Nurse Practitioner Specializations

- NURS 6002N or NURS 6003N

MSN Other Specializations

- NURS 6002 or NURS 6003

NURS 6051TL - Transforming Nursing and Healthcare Through Technology

[Tempo Learning®-Specific Course]

(5 cr.)

Nursing informatics is essential to the provision of effective and efficient care. Students in this course examine nursing informatics as a nursing competency and a nursing specialty. Students examine the role of the nurse informaticist in current practices related to the collection, access, and use of health information and knowledge, as well as the implementation of clinical systems. Through this course, students gain an understanding of how informatics is used to improve advanced nursing practice and healthcare outcomes across organizations, public health, and consumer health settings.

Prerequisites

- NURS 6002 or NURS 6003

Note: This version of NURS 6051 is only available as part of specific competency-based Tempo Learning® programs.

NURS 6052 - Essentials of Evidence-Based Practice

(5 cr.)

Nurses base practice on sound and tested evidence to ensure the safety, high quality, and cost-effectiveness of patient care. This course provides students the opportunity to gain a better understanding of evidence-based practice (EBP) and how it interacts and aligns with research and quality improvement. Students will examine how to use databases to discover evidence and how to apply their knowledge of research methodologies to critically appraise literature. They will also examine opportunities to strengthen their synthesis and integration skills to determine whether a change in practice is needed, based on a body of evidence. Through exploration of implementation, evaluation, and dissemination strategies, students will explore the intricacies of leading and mentoring change within an organization to enhance nursing practice.

Prerequisites

MSN Nurse Practitioner Specializations
• NURS 6002N or NURS 6003N
MSN Other Specializations
• NURS 6002 or NURS 6003

NURS 6052TL - Essentials of Evidence-Based Practice [Tempo Learning®-Specific Course]

(5 cr.)
Nurses base practice on sound and tested evidence to ensure the safety, high quality, and cost-effectiveness of patient care. This course provides students the opportunity to gain a better understanding of evidence-based practice (EBP) and how it interacts and aligns with research and quality improvement. Students examine how to use databases to discover evidence and how to apply their knowledge of research methodologies to critically appraise literature. They also examine opportunities to strengthen their synthesis and integration skills to determine whether a change in practice is needed, based on a body of evidence. Through exploration of implementation, evaluation, and dissemination strategies, students explore the intricacies of leading and mentoring change within an organization to enhance nursing practice.
Prerequisites
• NURS 6002 or NURS 6003

Note: This version of NURS 6052 is only available as part of specific competency-based Tempo Learning® programs.

NURS 6053 - Interprofessional Organizational and Systems Leadership

(5 cr.)
Students in this course will develop leadership skills to transform nursing and adapt organizations in response to the turbulent healthcare environment. They will develop and apply theory-based leadership competencies to create the organizational cultures needed to achieve quality patient outcomes. Students will also explore evidence-based strategies to create healthy work environments that empower nurses and build collaborative interprofessional teams.
Prerequisites
MSN Nurse Practitioner Specializations
• NURS 6002N or NURS 6003N
MSN Other Specializations
• NURS 6002 or NURS 6003

NURS 6053TL - Interprofessional Organizational and Systems Leadership [Tempo Learning®-Specific Course]
Students in this course develop leadership skills to transform nursing and adapt organizations in response to the turbulent healthcare environment. They develop and apply theory-based leadership competencies to create the organizational cultures needed to achieve quality patient outcomes. Students also explore evidence-based strategies to create healthy work environments that empower nurses and build collaborative interprofessional teams.

**Prerequisites**
- NURS 6002 or NURS 6003

**Note:** This version of NURS 6053 is *only available* as part of specific competency-based Tempo Learning® programs.

**NURS 6200 - The Nurse Administrator: Leading and Managing for Excellence**

(4 sem. cr.)
The primary goal of leaders in nursing is to achieve excellence in the delivery of patient services. In this course, students work toward gaining the knowledge and skills required to lead and manage in the nursing profession. They examine organizational, managerial, and leadership theories, and they discuss standards of practice for nursing administration. They also examine roles and responsibilities, quality improvements, strategic planning and management, regulations, and the function of information systems. Students observe practical applications in nursing administration through field experiences in practice settings. They also sharpen writing and critical-thinking skills through application-based writing assignments, such as a business plan proposal, journal entries, and a reflection from the perspective of a nurse administrator.

**NURS 6201 - Leadership in Nursing and Healthcare**

(5 cr.)
This course sets the foundational stage for the Nurse Executive specialty track. Students focus on theoretical and practical aspects of leadership in healthcare contexts, and they discuss professional standards of practice for nursing leadership. They explore components of the redesign or reformation of healthcare delivery and performance. Through this course, students synthesize the responsibilities of the nurse leader in the achievement of healthcare outcomes.

**Prerequisites**
- MSN Nurse Executive Specialization
  - NURS 6002 or NURS 6003
  - NURS 6050
  - NURS 6051
  - NURS 6052
  - NURS 6053

**Post-Master's Certificate in Nurse Executive**
NURS 6002 or NURS 6003

NURS 6210 - Healthcare Finance and Budgeting

(4 sem. cr.)
In this course, students explore applications of financial principles in developing, budgeting, and managing resources. Students analyze budgeting processes used in healthcare settings, budgeting models and information systems, nurse administrator responsibilities in finance and budgeting, and the impact of private and public policies. They also examine budget and resource decisions that contribute to the achievement of organizational and nursing service outcomes. Students engage in field experiences in which they observe individuals in practice settings who are involved in key financial activities. Additionally, students gain hands-on experience developing financial elements of a business plan for an organization, including a financial statement, revenue and volume projections, reimbursement codes and rates, among others.

NURS 6211 - Finance and Economics in Healthcare Delivery

(5 cr.)
Students in this course examine the fundamentals of finance and economics in healthcare delivery. They explore different ways to analyze financial data and interpret the results of those analyses. They explore budgeting and financial management tools in the context of the nurse leader’s role in the management of operational and capital resources. They examine the influence of policies and budgetary assumptions on the provision of health services. Students also explore budget and resource decisions contributing to the achievement of organizational outcomes within the context of providing efficient and cost-effective quality care.

NURS 6220 - Human Resource Management

(4 sem. cr.)
One of the most important skills in the healthcare industry is the ability to manage the individuals who provide service and deliver care. Students in this course examine the roles and responsibilities of nurse administrators in human resource management. They explore and discuss current legal, ethical, professional, and practice policies and standards as well as the role of technology to support human resource functions. They also examine strategies that support positive organizational and nursing-service goals. Additionally, students observe human resource administrators within a healthcare organization to observe how they provide support to employees and align responsibilities to the strategic goals of the organization. Students use course concepts and knowledge gained from field experiences to complete various practical-application assignments.
NURS 6221 - Managing Human Resources

(5 cr.)
Nursing leadership is grounded firmly in managing our most important resource—human capital. In this course, students address nurse executives’ role and responsibilities in human resource management. Students explore recruitment and selection of human resources while ensuring current legal, ethical, professional, and practice systems and procedures align with organizational strategies, outcomes, policies and standards. They consider how to apply technology to support human resource functions. Additionally, students examine strategies to support positive organizational and nursing service goals. They also have the opportunity to gain an understanding of the importance of diversity and inclusion, staff engagement, and empowerment, as well as creating collaborative and supportive partnerships within organizations.

NURS 6223 - Healthcare Quality Assurance and Risk Management in Healthcare Organizations

(5 cr.)
This course will examine health care quality assurance and risk management and the methods that are utilized to achieve improvements in health care organizations. Topics will include: the link between patient safety and legal and regulatory compliance; the role of accreditation organization requirements in patient safety; evidenced-based outcomes and standards of care; the development and archiving of reports, data and device evidence in medical error situations; and managing patient safety compliance through credentialing of health care professionals.
Prerequisites
- NURS 6201
- NURS 6211
- NURS 6221
- NURS 6231
- NURS 6241

NURS 6224 - Quality Assurance and Regulatory Compliance

(5 cr.)
This course will cover compliance regulations resulting from federal and state laws governing health care in various settings. Students will learn the essential elements of an effective compliance program and how to implement them. Topics will include: setting up and maintaining a compliance program, the role of the health care compliance officer, investigating, reporting, enforcement and discipline, and ethics in compliance management.
Prerequisites
- NURS 6201
NURS 6226 - Introduction to Healthcare Policy

(5 cr.)
In this course, students will consider the evolution of the U.S. healthcare system and health policy. Topics covered include current challenges in the delivery of healthcare and the future of the healthcare system. Perspectives for analyzing health and healthcare will be introduced with a focus on advocacy, activism, workplace influences, and the impact of technologies on healthcare, variations in medical practice, and quality of healthcare delivery.
Prerequisites
- NURS 6050

NURS 6227 - Current Issues in Health Policy

(5 cr.)
This course serves as an introduction to major health policy issues and examines the role of government in the health care system. The course will focus on the role of policy analysis in the formation and implementation of national and local health policy and the policy implications of how government pays for care. The role of the legal system with respect to adverse medical outcomes, economic rights, and individual rights is discussed. Proposals for health policy reform at the national and local level will be examined including potential reforms of Medicare and Medicaid. An overview of health program analysis and evaluation will also be discussed.
Prerequisites
- NURS 6201
- NURS 6211
- NURS 6221
- NURS 6231
- NURS 6241

NURS 6230 - Case Study: Quality Nursing in a Complex Healthcare Organization

(4 sem. cr.)
Students in this course use a case study approach to synthesize and apply knowledge to a current nursing practice issue. Through a collaborative case study project, students use a variety of administrative strategies to achieve positive patient care delivery.
outcomes. They develop a comprehensive plan in the context of current nursing-service challenges, analyze and explicate a case study, and provide strategic recommendations that address the issues and challenges presented in the case. Building their professional portfolio, students apply leadership and management theory and strategy to the design of their own case study created for use as a leadership development exercise. Students also review the work of their peers, share perspectives, and provide feedback.

**NURS 6231 - Healthcare Systems and Quality Outcomes**

(5 cr.)
The development of leadership strategies and competencies that support the healthcare organizational delivery of quality care is imperative to quality outcomes within healthcare systems. In this course, students use a systems approach to explore structures, processes, and outcomes that impact healthcare quality and ultimately improve patient experience and outcomes. Students learn how interdisciplinary collaboration is important to the development of quality and safety. Engaging in conceptual and application-based assignments, students focus on clinical and service quality planning and improvement initiatives; models, tools, and innovations for process improvement; and the importance and use of metrics in daily operations.

**NURS 6241 - Strategic Planning in Healthcare Organizations**

(5 cr.)
Nurse leaders in healthcare organizations must be aware of and integrate strategic organizational goals. Students in this course use an interdisciplinary case study approach to address unmet organizational and/or professional needs through strategic planning processes. Students apply organizational, behavioral, political, leadership, and management knowledge and theory to planning, implementing, and evaluating strategically planned change. Through these applications, students learn to use a variety of administrative strategies within the context of supportive and collaborative interdisciplinary relationships to achieve desired health care outcomes that effect positive social change in patient and professional communities.

**NURS 6301 - Advanced Pathopharmacology**

(5 cr.)
Nurse educators must have advanced knowledge of the concepts and principles of pathophysiology and drug therapy that relate to the nursing care of a variety of patient groups. In this course, students integrate concepts of pathophysiological processes and pharmacologic treatment as a foundation for advanced nursing practice. Students have the opportunity to apply the knowledge gained to specific real-world clinical cases.

**NURS 6321 - Curriculum Development, Assessment, and Evaluation**
The educational environment in higher education and health care settings is influenced by social, economic, regulatory, and technological transformations. Students in this course learn the theoretical foundations that drive curriculum development, assessment, and evaluation. They also focus on curriculum components, which include societal, professional, and educational trends that affect nursing education curricula.

Prerequisites

**MSN Nursing Education Specialization**
- NURS 6002 or NURS 6003
- NURS 6050
- NURS 6051
- NURS 6052
- NURS 6053

**Post-Master's Certificate in Nursing Education**
- NURS 6002 or NURS 6003

**NURS 6330 - Curriculum Development, Assessment, and Evaluation**

(3 sem. cr.)
A wide array of factors, including social, economic, regulatory, and technological transformations, impact the current educational environment. Therefore, nursing education curricula must be relevant and meet the health and nursing needs of society. Students in this course learn about curriculum development and the many processes that contribute to it. They explore the philosophical foundations of curriculum development; curriculum components; societal, professional, and educational trends; frameworks, competencies, and outcomes; organizational constraints; and selection of learning activities. Students also define the processes of curriculum assessment and evaluation in the context of program, course, and student outcomes. They apply course concepts and theory to the development of a syllabus or course outline. Through this course, students work toward attaining the skills required to develop curricula that address the nursing needs of society, support standards of practice, and prepare graduates for practice in diverse settings.

**NURS 6331 - Teaching Learning Strategies: Integrating Technology Into Nursing Education**

(5 cr.)
In this course, students explore how to plan instruction on a nursing topic, creating and adapting meaningful lessons and assessment/evaluation strategies for multiple learning environments and learner characteristics. Considering the diverse learning needs and ethical considerations of different learner groups (e.g., nursing students, staff, and patients/caregivers), students examine how to effectively integrate technology tools and develop lessons encompassing those needs. Students also explore evaluation strategies
and outcome measurements related to their chosen topic and how technology can assist. A final project involves adapting a face-to-face lesson for a digital learning environment. Throughout the course, students apply innovative teaching approaches for effective nursing education.

Prerequisites

**MSN Nursing Education Specialization**
- NURS 6002 or NURS 6003
- NURS 6050
- NURS 6051
- NURS 6052
- NURS 6053

**Post-Master's Certificate in Nursing Education**
- NURS 6002 OR NURS 6003

### NURS 6340 - The Nurse Educator: Roles, Responsibilities, and Relationships

(4 sem. cr.)
The goal of nurses, in all settings, is to be effective educators who guide and facilitate learning and contribute to the educational goals of the organizations in which they work. Students in this course explore the significance of the educator role as it applies to diverse settings, and they assess associated responsibilities and relationships. They examine concepts related to being change agents and leaders, role socialization, legal and ethical expectations, and professional development. They also explore and discuss nurse educator responsibilities, such as balancing role demands, using evidence to improve teaching, promoting scholarship related to teaching, developing partnerships, and engaging in collaboration and advocacy. Using knowledge gained in previous courses as well as concepts presented in this course, students demonstrate their understanding through various application-based exercises. They also observe the role of a nurse educator in a practice setting and record their learning experiences through journal assignments.

### NURS 6341 - Specialty in Clinical Nursing

(5 cr.: 4 cr. didactic, 1 cr. practicum)
In today's complex health care arena, and with increased patient acuity, there is a continuing need for highly-skilled nurses at the patient point of care. Nurse educators must possess advanced clinical knowledge to teach complex clinical content effectively. Nursing education students are expected to advance their clinical knowledge in a selected specialty to prepare them to fulfill the role of the nurse educator.

Prerequisites
- NURS 6380
NURS 6351 - Role of the Nurse Educator

(5 cr.: 4 cr. didactic, 1 cr. practicum)
Nursing education students in this course explore the roles of the nurse educator, including staff developers, patient educators, and academic educators. Through the Practicum Experience, students translate and apply theoretical principles from their clinical specialty and teaching practices in implementing the educator role. Students will develop an appreciation for the complexities of the role of the educator and the challenges inherent to that role.
Prerequisites
- NURS 6370
- NURS 6321
- NURS 6331

NURS 6370 - Foundational Skills for Nurse Educators in Academic and Healthcare Environments

(5 cr.)
In this course, students develop basic skills that are used by Nursing Professional Development Practitioners and Academic Nurse Educators in practice and academic environments, respectively. Foundational theories of learning are covered as they are applied to the Nursing Professional Development Practitioner and Academic Nurse Educator roles. An overview of the educational design process is examined. Standards and competencies for Nursing Professional Development Practitioners, Academic Nurse Educators, and Academic Clinical Nurse Educators are explored as well as concepts of organizational alignment and leadership.
Prerequisites
MSN Nursing Education Specialization
- NURS 6002 or NURS 6003
- NURS 6050
- NURS 6051
- NURS 6052
- NURS 6053
Post-Master's Certificate in Nursing Education
- NURS 6002 or NURS 6003

NURS 6380 - Advanced Pathopharmacology and Advanced Health Assessment for Nurse Educators

(5 cr.)
Nurse educators must have advanced mastery of health assessment, and advanced knowledge of pathophysiology and drug therapy that relate to development of
educational strategies and nursing care of patient groups across the lifespan. This course builds on previous knowledge by integrating advanced concepts of pathophysiological processes, pharmacology, and health assessment skills as they apply to clinical reasoning for advanced nursing practice that lead to favorable patient care outcomes. Students apply the knowledge gained to specific real-world clinical cases for improvement of patient outcomes.

Prerequisites

- NURS 6002 or NURS 6003
- NURS 6050
- NURS 6051
- NURS 6052
- NURS 6053

NURS 6380TL - Advanced Pathopharmacology and Advanced Health Assessment [Tempo Learning®-Specific Course]

(5 cr.)
Nurse educators must have advanced mastery of health assessment, and advanced knowledge of pathophysiology and drug therapy that relate to development of educational strategies and nursing care of patient groups across the lifespan. This Area of Expertise builds on previous knowledge by integrating advanced concepts of pathophysiological processes, pharmacology, and health assessment skills as they apply to clinical reasoning for advanced nursing practice that lead to favorable patient care outcomes. Students apply the knowledge gained to specific real-world clinical cases for improvement of patient outcomes.

Note: This version of NURS 6380 is only available as part of specific competency-based Tempo Learning® programs.

NURS 6401 - Informatics in Nursing and Healthcare

(5 cr.)
Nursing informatics is a rapidly evolving discipline that impacts all areas of nursing practice. Students in this course establish foundational knowledge for understanding and practicing nursing informatics in healthcare settings. Students increase their awareness of the innovative ways the informatics discipline is helping transform healthcare policies and procedures by appraising the many roles of nurse informaticists. Students explore models and theories that support nursing informatics and examine the use of information technology in support of decisions that promote safety and quality in patient-centered care. They also differentiate concerns about information protection and system integrity. Using concepts learned in the course, students engage in assignments through which they focus on healthcare applications, thus acquiring necessary skills to improve the management of healthcare through nursing informatics practice.
Prerequisites

MSN Nursing Informatics Specialization

- NURS 6002 or NURS 6003
- NURS 6050
- NURS 6051
- NURS 6052
- NURS 6053

Post-Master's Certificate in Nursing Informatics

- NURS 6002 or NURS 6003

**NURS 6410 - Information and Knowledge Management**

*(4 sem. cr.)*

Healthcare professionals must have the knowledge and skills to make data-based decisions that lead to effective practice and improved patient care. Students in this course examine database systems as a foundation for studying concepts of data modeling, techniques of data definition, and data manipulation. They explore concepts of information and knowledge management with emphasis on application to the practice setting. Students discuss a variety of topics, such as information management in practice, data modeling, maximizing database performance, and human error in decision making, among others. They also engage in an integrative, collaborative project through which they investigate a current nursing or healthcare issue, plan and build a relational database to address the issue, and assess and provide feedback on plans presented by peers.

**NURS 6411 - Information and Knowledge Management**

*(5 cr.)*

Effectively managing healthcare data is essential to the practice of nursing informatics. In this course, students examine database systems, including database design and manipulation. Students also explore concepts of information and knowledge management in the healthcare practice setting. Course assignments provide students with the opportunity to work efficiently in teams and build essential skills to execute database design. Through this course, students examine nursing’s contributions to knowledge management in healthcare organizations.

*Note:* Microsoft Access 2010 is required for this course. Access is commonly furnished with Microsoft Office.

**NURS 6412 - Information and Knowledge Management**

*(5 cr.)*

Effectively managing healthcare data is essential to the practice of nursing informatics. In this course, students examine database systems including the concept of data modeling.
and techniques of data definition, data manipulation, and data analytics and visualization. Students explore concepts of information and knowledge management in the healthcare practice setting, including issues related to Big Data. Course assignments provide students with the opportunity to build essential skills to manage the lifecycle of data from how it is captured to how it is managed, stored, interpreted, and applied. Through this course, students have the opportunity to gain the skills needed to make informed decisions related to data management and the translation of data to improve patient care.

NURS 6420 - Supporting Workflow in Healthcare Systems

(4 sem. cr.)
Nurse informaticians must understand the flow of nursing work to develop information systems that provide effective support and usability. In this course, students examine the analysis, design, development, implementation, and evaluation of electronic information systems in healthcare. They compare, contrast, and critique methods of systems design and devote special attention to workflow modeling. They also engage in a variety of assignments to gain an understanding of the various workflow issues that impact the role of a nurse informatician, such as observing or interviewing healthcare professionals, developing a needs assessment plan, creating a model of a problematic workflow, and redesigning the workflow using a case approach.

NURS 6421 - Supporting Workflow in Healthcare Systems

(5 cr.)
Nurses are at the center of care coordination for patients, and informatics nurses are central to the design and development of information systems that support workflow in nursing practice. This course examines the analysis, design, development, and implementation of electronic information systems in health care. Students compare, contrast, and critique methods of system design. Course assignments focus on workflow modeling in systems design, including assessment of current-state workflow and design of future-state workflow. Through this course, students have the opportunity to apply workflow design best practices to support the implementation and optimization of electronic health records.

NURS 6430 - Project Management: Healthcare Information Technology

(4 sem. cr.)
The field of health informatics requires leaders who have the knowledge and skill to oversee all types of projects, from product or service conception through delivery to stakeholders; such knowledge requires an understanding of multiple core areas of management, such as scope, time, and quality management, among others. Students in this course explore the theory and practice of how to manage health information technology projects. Students learn how to plan, schedule, and control healthcare
informatics projects. They consider hypothetical scenarios and professional experiences as they discuss project management specifics, such as managing risk, controlling changes in scope, and handling budget issues. Students use project management software to build a project schedule, and they engage in an integrative team project scenario, including all the major elements and challenges of a healthcare informatics project in the real world.

NURS 6441 - Project Management: Healthcare Information Technology

(5 cr.)
Project management is the foundation of healthcare information technology and the implementation of electronic health records. In this course, students learn the foundational principles of health information technology project management and apply it to real-world experiences. Using project management software, students create a project management plan and schedule, and they control and close tasks related to a health informatics project. Through projects and applications, students build skills and confidence that support the implementation of healthcare information technology to improve the quality of care and patient outcomes.

NURS 6451 - Evaluation Methods for Health Information Technology

(5 cr.)
Healthcare policy, including the American Recovery and Reinvestment Act (2009) and Meaningful Use demand that electronic documentation systems are interoperable, integrated, and effective. In this course, students explore the history, process, and methodology in evaluation of healthcare informatics. Through discussion of real-world practice that includes public health and community-based settings, students evaluate the impact of the implementation of information technology throughout the organization. Students create a plan for systems evaluation. Through individual applications, they build skills and confidence that support collaborative, interdisciplinary system evaluation plans to improve the effectiveness of care.

NURS 6461 - Capstone Synthesis Practicum

(5 cr.)
Students in this course apply the Master of Science in Nursing (MSN) curriculum experience by translating knowledge into practice through participation in professional activities and the development of a culminating project. Students apply theory, principles, and concepts related to their area of specialization in order to enhance nursing practice and promote positive social change.
Prerequisites
- NURS 6401
- NURS 6412
- NURS 6421
- NURS 6441
NURS 6500 - Capstone Synthesis: Practicum I

(3 sem. cr.)
Students in the practicum are provided with the opportunity to engage in a supervised experience that integrates theory and research with practice. With guidance and support from their preceptor and instructor, students apply theory to better understand a specialization role in the context of an organization, formulate and achieve individualized learning objectives, and initiate a project conceptualized in collaboration with their preceptor in agreement with the instructor. The practicum (NURS 6500 and NURS 6510) requires a minimum of 125 total hours, which students record in their time log. Students also complete a cumulative journal in which they provide evidence-based or theory-based analyses of activities, issues, or problems that occur during their experience.

NURS 6501 - Advanced Pathophysiology

(5 cr.)
Advanced practice nurses must be equipped with an in-depth understanding of pathophysiological disease processes across the lifespan. In this course, students focus on understanding the bio-physiological processes, the deviations from these processes, and an in-depth examination of the scientific concepts related to the biology of disease processes. Advanced practice nursing students build on their knowledge of normal organ systems functioning to help organ systems return to optimal homeostasis. Through knowledge of pathophysiological disease processes, students synthesize the information needed to develop appropriate treatment plans for patients across the life span. Students explore a variety of topics regarding organ system diseases.

Prerequisites
MSN NP Specializations: Adult Gerontology Acute Care Nurse Practitioner, Adult Gerontology Primary Care Nurse Practitioner, Family Nurse Practitioner, Psychiatric Mental Health Nurse Practitioner, and Pediatric Nurse Practitioner Primary Care
- NURS 5050 or NURS 6050
- NURS 5051 or NURS 6051
- NURS 5052 or NURS 6052
- NURS 6053

Post-Master's Certificates in Adult Gerontology Acute Care Nurse Practitioner, Adult Gerontology Primary Care Nurse Practitioner, Family Nurse Practitioner, and Psychiatric Mental Health Nurse Practitioner
- NURS 6002N or NURS 6003N

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
NURS 6510 - Capstone Synthesis: Practicum II

(3 sem. cr.)
This course is a continuation of students' practicum experience and coursework started in NURS 6500. Students bring closure to their work on real-world problems, which they developed with their preceptors earlier in their experience. They also evaluate and complete their practicum project and present it to their work site and in the online classroom. The practicum (NURS 6500 and NURS 6510) requires a minimum of 125 total hours, which students record in their time log. Students continue work on their cumulative journal, which provides evidence-based or theory-based analyses of activities, issues, or problems that occur during their experience.

NURS 6512 - Advanced Health Assessment and Diagnostic Reasoning♦

(5 cr.)
The physical and emotional well-being of patients and families can be complex and multifaceted. Advanced practice nurses need to have the knowledge and ability to provide safe, competent, and comprehensive physical health assessments. Students in this course focus on concepts and skills to assess patients across the lifespan. They learn to use diagnostic reasoning, advanced communication, and physical assessment skills to identify changes in health patterns. Students also will explore preventative health through risk evaluation of healthy individuals as a central theme of clinical practice in addition to the assessment of patients with acute and chronic health problems. The advanced skills of suturing, reading 12 Lead EKGs, and interpreting X-rays will be covered. Course assignments emphasize risk assessment, diagnostic reasoning, and evidence-based assessment across the lifespan.

Prerequisites
MSN NP Specializations: Adult Gerontology Acute Care Nurse Practitioner, Adult Gerontology Primary Care Nurse Practitioner, Family Nurse Practitioner, Psychiatric Mental Health Nurse Practitioner, and Pediatric Nurse Practitioner Primary Care
- NURS 5050 or NURS 6050
- NURS 5051 or NURS 6051
- NURS 5052 or NURS 6052
- NURS 6053

Post-Master's Certificates in Adult Gerontology Acute Care Nurse Practitioner, Adult Gerontology Primary Care Nurse Practitioner, Family Nurse Practitioner, and Psychiatric Mental Health Nurse Practitioner
- NURS 6002N or NURS 6003N

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

NURS 6521 - Advanced Pharmacology♦
A solid foundation in the concepts and principles of drug therapy across the lifespan is essential to the work of advanced practice nurses. This course applies the advanced principles of pharmacology, including pharmacogenomics, pharmacokinetics, and pharmacodynamics, by analysis of common drug classes prescribed by advanced practice nurses across the life span. Factors influencing successful therapy, such as effectiveness, safety, acceptability, cost, genetic/environmental influences, complementary regimens, and patient behaviors are considered. Through this course, students prepare to examine complex decisions in the management and treatment of selected acute and chronic diseases across the life span through pharmacologic and non-pharmacologic agents. Advanced practice nursing students will have a more in-depth understanding of drug legislation and regulation for prescribing drugs.

**Prerequisites**

MSN NP Specializations: Adult Gerontology Acute Care Nurse Practitioner, Adult Gerontology Primary Care Nurse Practitioner, Family Nurse Practitioner, Psychiatric Mental Health Nurse Practitioner, and Pediatric Nurse Practitioner Primary Care

- NURS 5050 or NURS 6050
- NURS 5051 or NURS 6051
- NURS 5052 or NURS 6052
- NURS 6053

Post-Master's Certificates in Adult Gerontology Acute Care Nurse Practitioner, Adult Gerontology Primary Care Nurse Practitioner, Family Nurse Practitioner, and Psychiatric Mental Health Nurse Practitioner

- NURS 6002N or NURS 6003N

◊ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**NURS 6531 - Advanced Practice Care of Adults Across the Lifespan**

(5 cr.)

In this course, students learn how nurse practitioners master the art and science of clinical decision making among adult populations across the lifespan. Students focus on the diagnosis and management of primary healthcare needs and problems of the adult, elderly, and frail elderly. They engage in a variety of course assignments that focus on physical and behavioral disease processes central to diagnosing illnesses as well as planning, implementing, and evaluating therapeutic treatment programs for acute illnesses commonly encountered in a primary healthcare setting. Students gain confidence in clinical experiences in a primary healthcare setting where they learn to plan, implement, and evaluate therapeutic regimens for adult patients with common acute and chronic illnesses.

**NURS 6540 - Advanced Practice Care of Frail Elders**
The frail elderly are a subpopulation characterized by the decline in functional ability to meet the basic activities of daily living. In this course, students focus on the complex health care and management needs of the frail elderly by advanced nurse practitioners in community settings. Students learn to plan, implement, and evaluate therapeutic regimens through the analysis of case studies and the actual care of frail elderly in various settings. Additionally, students examine content related to end-of-life care and caregiver issues to gain the knowledge and sensibilities needed to implement positive change for the quality of life available to this vulnerable population.

NURS 6541 - Primary Care of Adolescents and Children

How can a nurse practitioner master the art and science of clinical decision making among pediatric populations? This course provides students with the opportunity to answer this question as they examine content related to the primary healthcare of children and adolescents while focusing on growth and development, health promotion, and common primary care health problems. Students learn how to identify, diagnose, and manage these problems. They also gain confidence in clinical experience in a primary healthcare setting that provides opportunities to assess, diagnose, plan, implement, and evaluate therapeutic regimens for acute and chronic illnesses commonly found in children and adolescents.

NURS 6550 - Advanced Practice Care of Adults in Acute Care Settings I

The complex assessment and care of patients in the hospital setting will require advanced practice nurses to obtain the specialized skills necessary to provide quality care for patients in these acute care settings. This course is designed to prepare students to provide care for acute, chronic, and critically ill patients. Students in this course will be introduced to the role of the advanced practice nurse, while gaining confidence in caring for patients. Through course assignments and clinical practice in the acute care setting, students will plan, implement, and evaluate care for patients. Students will also increase their knowledge of pharmacologic management of hospitalized patients, while applying knowledge gained through previous coursework.

NURS 6551 - Primary Care of Women

How can a nurse practitioner decide what is important to focus on in a 15–30 minute appointment with a woman seeking primary, prenatal, or postpartum care? Students in this course gain opportunities to teach and promote wellness in women through the process of screening for common gynecological disorders, normal pregnancy, and other common health conditions that impact women's health. Students learn to analyze data
to interpret results for the benefit of women seeking assistance with planning healthy lifestyle behaviors. They also gain clinical experience in a primary healthcare setting that provides opportunities to increase competence in diagnosis, treatment, referrals, or follow-up care with a concentration on improving patient outcomes.

NURS 6560 - Advanced Practice Care of Adults in Acute Care Settings II

(5 cr.)
Students in this course will advance their clinical competence in the care of medical and surgical patients in acute care settings. Through clinical practice, students will build confidence as they begin the transition from student to advanced practice nurse. Classroom activities and case studies will enable students to explore resources and support systems available to acutely ill adolescents, adults, and older adults. Clinical experiences in hospital settings will provide students with the continued opportunity to develop, implement, and evaluate treatment plans for patients with complex acute, critical, and chronic illness. The application of knowledge in the management of medical and surgical patients and the collaboration between the advanced practice nurse and the patient, family, and multidisciplinary healthcare team are emphasized.

NURS 6561 - Synthesis in Advanced Practice Care of Complex Patients in Primary Care Settings

(5 cr.)
Students in this synthesis course focus on clinical competence in primary care settings by building on knowledge and skills gained in previous courses. Through clinical practice, students build confidence as they begin the transition from the role of registered nurse to that of advanced practice nurse. Classroom activities and case studies enable students to explore the salient advanced practice nursing issues involved in the delivery of safe, competent, high-quality, cost-effective care of patients in a dynamic healthcare system. Through clinical experiences in primary care settings, students have the continued opportunity to develop, implement, and evaluate management plans for patients with complex health conditions. The application of knowledge in the management of clients and collaboration among the advanced practice nurse and the client, family, and interprofessional healthcare team are emphasized.

Prerequisites
- NURS 6501
- NURS 6512
- NURS 6521
- NURS 6531
- NURS 6540 or NURS 6541
- NURS 6551
Note: This course requires a minimum of 144 practicum hours and must be the last course in the curriculum.

**NURS 6565 - Synthesis in Advanced Nursing Practice Care of Patients in Primary Care Settings**

(5 cr.)
Students in this synthesis course will focus on clinical competence in primary care settings by building on knowledge and skills gained in previous courses. Through clinical practice students will build confidence as they begin the transition from the role of registered nurse to advanced practice nurse. Classroom activities and case studies will enable students to explore the salient advanced practice nursing issues involved in the delivery of safe, competent, quality and cost-effective care of patients in a dynamic healthcare system. Clinical experiences in primary care settings will provide students with the continued opportunity to develop, implement, and evaluate management plans for patients with complex health conditions. The application of knowledge in the management of clients and collaboration between the advanced practice nurse and the client, family, and interprofessional healthcare team are emphasized.

**NURS 6600 - Capstone Synthesis Practicum**

(5 cr.)
Students in this course apply the MSN curriculum experience by translating knowledge into practice through participation in professional activities and the development of a culminating project. Students apply theory, principles, and concepts related to their area of specialization in order to enhance nursing practice and promote positive social change.

**NURS 6600TL - Capstone [Tempo Learning®-Specific Course]**

(5 cr.)
Students in this course apply the Master of Science in Nursing (MSN) curriculum experience by translating knowledge into practice through participation in professional activities and the development of a culminating project. Students apply theory, principles, and concepts related to their area of specialization in order to enhance nursing practice and promote positive social change.

Note: This version of NURS 6600 is only available as part of specific competency-based Tempo Learning® programs.

**NURS 6630 - Psychopharmacologic Approaches to Treatment of Psychopathology**

(5 cr.)
At times, psychotherapy is not enough to alleviate the emotional difficulties that some
patients face. To that end, psychopharmacologic approaches are needed. Psychiatric nurse practitioners (PNPs) must have a strong basis in psychopharmacology, extending from a prior education in pharmacology, to make appropriate medication choices for their patients. Learners in this course consider psychopharmacologic approaches to major behavioral health disorders including but not limited to major depressive disorders, bipolar disorder, anxiety disorders, as well as psychotic disorders. Learners explore key considerations associated with medication selection, monitoring efficacy, and long-term management.

Prerequisites

- NURS 6501N
- NURS 6521N
- NURS 6512N

**NURS 6640 - Psychotherapy With Individuals**

(5 cr.: 3 cr. didactic, 2 cr. practicum)
Psychotherapy involves giving more than "good advice." In order for the psychiatric mental health nurse practitioner (PMHNP) to be effective, deliberate approaches to therapy must be consistent with evidence-based practices. Learners in this course examine a variety of therapeutic techniques that can be used during psychotherapy sessions with individuals across the lifespan. Emphasis is placed on evidence-based applications of various therapeutic approaches for a wide range of psychiatric issues. Practicum experiences focus on psychotherapeutic approaches with individuals.

**NURS 6650 - Psychotherapy With Groups and Families**

(5 cr.: 3 cr. didactic, 2 cr. practicum)
This course emphasizes the concept of treatment of groups and families. Group and family dynamics and benefits associated with group and family therapy are also emphasized along with introducing the learner to techniques that can be used in group and family therapy settings. Practicum experiences focus on the treatment of the family unit as well as the provision of group psychotherapy. Managed care has ushered in a new era of effective mental health services. To that end, the psychiatric mental health nurse practitioner must know how to optimize not only his or her time, but also the treatment benefits associated with family and group therapy.

**NURS 6660 - Psychiatric Mental Health Nurse Practitioner Role I: Child and Adolescent**

(5 cr.: 3 cr. didactic, 2 cr. practicum)
Working from a lifespan approach, this course introduces child and adolescent psychiatry. Emphasis is placed on the psychiatric and/or mental health disorders that begin in childhood and adolescence. Topics include psychiatric assessment; differential
diagnosis; and application of diagnostic criteria, appropriate diagnostic testing, and diagnostic formulation. The learner will select a combination of psychotherapeutic modalities coupled with psychopharmacologic approaches to treat common psychiatric mental health conditions of children and adolescents. The focus of the practicum experience is on application of didactic concepts to actual patient care situations. Legal and ethical considerations for working with children and adolescents will be addressed.

**NURS 6670 - Psychiatric Mental Health Nurse Practitioner Role II: Adults and Older Adults**

(5 cr.: 3 cr. didactic, 2 cr. practicum)
Continuing from the lifespan approach, the learner in this final course for the psychiatric mental health nurse practitioner (PMHNP) focuses on psychiatric mental health issues that occur in adults and older adults. Selection of assessment approaches for the adult and older adult as well as differential diagnosis, application of diagnostic criteria, appropriate diagnostic testing, and diagnostic case formulation will be undertaken. The learner will use both psychotherapeutic approaches coupled with psychopharmacologic approaches to treat common psychiatric mental health conditions of adults and older adults. Through these practicum experiences, learners will focus on the application of didactic concepts to patient care situations.

**NURS 6700 - Epidemiology and Population Health**

(5 cr.)
Advanced practice nurses frequently apply epidemiologic concepts to inform evidence-based practice. Students in this course are provided with an overview of epidemiologic methods in the study of the distribution and etiology of disease and health-related conditions in human populations. Students examine select population health issues such as chronic and infectious diseases and effects of disasters and emergencies. Throughout this course, students gain a deeper understanding of the various research designs and methodologies professionals use in epidemiologic research and their relevance to population-based nursing practice. Consideration is given to study designs, primary and secondary data sources, epidemiologic measures, sources of error, and ethical issues relevant to research. Students apply epidemiologic methods to the development of a program proposal for a population health issue.

**Prerequisites**
- NURS 6002 or NURS 6003
- PUBH 6127
- NURS 6051
- NURS 6052
- NURS 6053

**NURS 6710 - Public Health Nursing Theory and Practice**
Public health nursing is shaped by social, behavioral, cultural, and demographic factors that impact health care at multiple levels. In this course, students will develop an understanding of the history of public health and public health nursing, public health law and ethics, system infrastructure, and issues related to health equity and health disparities. Students will analyze theories and research that will assist them to understand the social determinants of health and develop models to assess and deliver health care to populations to promote a culture of health.

Prerequisites
- All core courses

NURS 6720 - Population-Based Public Health Nursing Interventions

(5 cr.: 2 cr. didactic, 3 cr. practicum)
In this course students will continue to develop specialized knowledge and skills in advanced public health nursing (PHN) and the delivery of population health care within the context of inter-professional practice. Students will gain a greater understanding of the use of data in planning interventions, evidence-based public health, and the role of advocacy for policy and social change. The focus of the course will be on the assessment and development of culturally-competent interventions targeted at community and population levels through a practicum experience.

Prerequisites
- NURS 6710
- PUBH 6034
- NURS 8310

NURS 6730 - Public Health Nursing Leadership

(5 cr.: 3 cr. didactic, 2 cr. practicum)
The development of leadership strategies that supports the public health care system delivery of population health is imperative to quality outcomes. This course addresses the application of principles of leadership and management in a public health setting. And the skills needed for nurses to provide effective leadership across agency partnerships at the community, state, national, and international levels. A special focus will be placed on developing collaborative partnerships, systems thinking, evidence-based decision-making, organizational problem-solving, public health finance, professional accreditation, emergency preparedness, and global health competencies. Students will complete a practicum with a public health-related agency focused on program evaluation and the use of management and leadership skills.

Prerequisites
- NURS 6720
- PUBH 6475
NURS 6800 - Advanced Pediatric Development and Behavior

(5 cr.)
This introductory course, designed for pediatric advanced practice nurses, introduces students to pediatric development and behavior. The course focuses on developmental and behavioral milestones, family systems, parenting styles, screening, surveillance, and assessment of infants, children, and adolescents. Management strategies, referral options as well as legal, ethical, and policy issues are discussed for children with normal development and behavior. The course also focuses on strategies for promoting wellness through anticipatory guidance of the child and family at each stage of development.

NURS 8000 - Foundations and Essentials of Doctoral Study in Nursing

(1 cr.)
Students in this course are introduced to Walden University and are provided with a foundation for professional development in doctoral nursing practice. Students learn professional standards and end-of-program expectations, and they explore the role of the scholar-practitioner as one who effects positive social change. They engage in course assignments focused on the practical application of professional writing, critical-thinking skills, and the requirements for successful participation in an online curriculum. Students also explore the essentials of being a Walden doctoral student, relevant professional and specialty standards of doctoral-level nursing, intra- and interprofessional collaboration, and the process of the DNP scholarly project.

NURS 8001 - Foundations and Essentials of Doctoral Study in Nursing

(1 cr.)
Students in this course are introduced to Walden University and are provided with a foundation for professional development in doctoral nursing practice. Students learn professional standards and end-of-program expectations, and they explore the role of the scholar-practitioner as one who effects positive social change. They engage in course assignments focused on the practical application of professional writing, critical-thinking skills, and the requirements for successful participation in an online curriculum. Students also explore the essentials of being a Walden doctoral student, relevant professional and specialty standards of doctoral-level nursing, intra- and interprofessional collaboration, and the process of the PhD dissertation.

NURS 8002 - Foundations and Essentials for the Doctor of Nursing Practice

(5 cr.)
Students in this course are introduced to Walden University and are provided with a
foundation for academic and professional development in the DNP program. Students apply professional standards and explore the role of the doctorally prepared nurse as one who effects positive social change. They engage in course assessments focused on the practical application of scholarly writing, critical-thinking skills, and the requirements for successful participation in an online curriculum. Students also explore the essentials of being a Walden doctoral student, relevant professional and specialty standards of doctoral-level nursing practice, intra- and interprofessional collaboration, and the process of the DNP Doctoral Project.

**NURS 8003 - Foundations and Essentials in Nursing**

(1 cr.) Students in this course are introduced to Walden University and are provided with a foundation for professional development as a PhD scholar practitioner. Students learn professional standards and end-of-program expectations and explore the role of the scholar-practitioner as one who effects positive social change. They engage in course assignments focused on the practical application of professional writing, critical-thinking skills, research, and the requirements for successful participation in an online curriculum. Students also explore the essentials of being a Walden doctoral student, relevant professional and specialty standards of doctoral-level nursing, intra- and interprofessional collaboration, and the process of the PhD dissertation.

**NURS 8006 - Foundations and Essentials for the Doctor of Nursing Practice**

(5 cr.) Students in this course are introduced to Walden University and are provided with a foundation for academic and professional development in the DNP program. Students apply professional standards and explore the role of the doctorally prepared nurse as one who effects positive social change. They engage in course assessments focused on the practical application of scholarly writing, critical-thinking skills, and the requirements for successful participation in an online curriculum. Students also explore the essentials of being a Walden doctoral student, relevant professional and specialty standards of doctoral-level nursing practice, intra- and interprofessional collaboration, and the process of the DNP Doctoral Project.

**NURS 8100 - Healthcare Policy and Advocacy**

(5 cr.) In this course, students examine economic, financial, and political factors influencing the delivery of healthcare, and consider policy reform through legal, regulatory, ethical, societal, and organizational contexts. They examine the political and policy process, including agenda setting, stakeholder analysis, and application of policy analysis frameworks. Students also explore the importance of interprofessional collaboration in improving health outcomes through the policy process and advocacy for development
and implementation of nursing and healthcare policies in organizations at the local, state, national, and international levels. Students engage in written analyses through which they develop new policies and/or critically evaluate existing policies through policy analysis frameworks.

Prerequisites

Doctor of Nursing Practice (DNP)
- NURS 8002 or NURS 8002A or NURS 8002C or NURS 8002F or NURS 8002S or NURS 8006 or NURS 8006A or NURS 8006C or NURS 8006F or NURS 8006S

All Other Programs
- NURS 8000 or NURS 8000A or NURS 8000C or NURS 8000F or NURS 8000S

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

NURS 8110 - Theoretical and Scientific Foundations for Nursing

(5 cr.)
In this course, students focus on the integration of scientific, philosophical, and theoretical concepts as the basis for the highest level of nursing practice. They examine the scientific underpinnings for nursing practice, including biobehavioral, pathophysiological, psychosocial, and environmental sciences, and they explore the interrelationship among knowledge, research, and practice. Students also explore and discuss clinical inquiry, ethical issues, and models of evidence-based practice.
Considering various philosophies, students describe their own philosophy of nursing. They also apply course concepts to a variety of practical assignments, including a literature review, concept map, and evaluation of current clinical practice problems, among others.

Prerequisites

Doctor of Nursing Practice (DNP)
- NURS 8000 or NURS 8000A or NURS 8000C or NURS 8000F or NURS 8000S

PhD in Nursing
- NURS 800IN

NURS 8112 - Theoretical and Scientific Foundations of Nursing Research

(5 cr.)
In this course, students focus on the integration of scientific, philosophical, and theoretical concepts as the basis for the highest level of nursing practice. They examine the scientific underpinnings for nursing knowledge development, including major theoretical frameworks and the interrelated concepts that inform nursing knowledge, research, and practice. Students explore scientific inquiry and ethical issues related to
research. Considering various philosophical worldviews, students describe their own philosophy of nursing and research. They apply course concepts to a variety of assignments designed to prepare for their dissertation research.

**NURS 8114 - Theoretical and Scientific Foundations of Nursing**

(5 cr.)

In this course, students focus on the integration of scientific, philosophical, and theoretical concepts as the basis for the highest level of nursing practice. They examine the scientific underpinnings for nursing practice, including middle range nursing and interdisciplinary theories and they explore the interrelationship among knowledge, research, and practice. Students also explore clinical inquiry, models of evidence-based practice, implementation science, and translation of evidence for practice change and quality improvement. Students develop their own philosophy of nursing practice.

**Prerequisites**

Doctor of Nursing Practice (DNP)

Prerequisite may be taken concurrently.

- NURS 8002 or NURS 8002A or NURS 8002C or NURS 8002F or NURS 8002S or NURS 8006 or NURS 8006A or NURS 8006C or NURS 8006F or NURS 8006S

**NURS 8200 - Methods for Evidence-Based Practice**

(5 cr.)

Students in this course focus on the integration of scientific, philosophical, and theoretical concepts as the basis for the highest level of nursing practice. The scientific underpinnings for nursing practice including biobehavioral, pathophysiological, psychosocial, and environmental sciences are examined. The interrelationship among knowledge, research, and practice is explored. Clinical inquiry, ethical issues, and models of evidence-based practice are presented.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**NURS 8201 - Research for Evidence Based Practice**

(5 cr.)

The focus of this course is to integrate and extend the Doctor of Nursing Practice student’s skills and knowledge of research methods to read, interpret, and evaluate research studies using qualitative and quantitative methods for nursing and the other healthcare professions. Essential topics include overview of research concepts and the research process; quantitative, qualitative, and mixed methods research methods and designs, including data collection, data analysis, and interpretation techniques; ethical
issues in research; and utilizing research findings to guide practice. Basic statistics will be reviewed, including the appropriate use of various statistics, underlying assumptions of the procedures, and the interpretation of results generated from statistical software.

**Prerequisites**
- NURS 8002 or NURS 8002A or NURS 8002C or NURS 8002F or NURS 8002S or NURS 8006 or NURS 8006A or NURS 8006C or NURS 8006F or NURS 8006S

**NURS 8210 - Transforming Nursing and Healthcare Through Technology**

(5 cr.)
When used effectively, information technology can support generation of new knowledge and emerging information technologies. In this course, students examine the critical appraisal and use of information technology in advanced nursing practice. Students work to gain the skills and knowledge needed to research, develop, process, integrate, and manage data, communication and information systems, and programs through technology resources in consumer, clinical, and public health settings. Students engage in a variety of discussions and assignments designed to provide practical application of content on topics including retrieval and critical analysis of digital data and emerging technology to support healthcare quality improvement; electronic health records integration and evaluation; and web-based learning and intervention tools to support and improve patient care. They also explore ethical, regulatory, and legal issues as well as the healthcare standards and principles for selecting and evaluating information systems and patient care technology that effects positive social change. They engage in course assessments focused on the practical application of scholarly writing, critical-thinking skills, and the requirements for successful participation in an online curriculum. Students also explore the essentials of being a Walden doctoral student, relevant professional and specialty standards of doctoral-level nursing practice, intra- and interprofessional collaboration, and the process of the DNP Doctoral Project/dissertation.

**Prerequisites**
- Doctor of Nursing Practice (DNP)
  - NURS 8002 or NURS 8002A or NURS 8002C or NURS 8002F or NURS 8002S or NURS 8006 or NURS 8006A or NURS 8006C or NURS 8006F or NURS 8006S
- PhD in Nursing
  - NURS 8110N or NURS 8003

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**NURS 8250 - Advanced Theoretical and Scientific Perspectives in Nursing**
Students in this course focus on the sufficient formal and informal learning experiences to build scientific depth in an identified area of study. Students gain the competencies to critique, utilize, and integrate different theoretical and scientific perspectives for the conduct of research, including team science, to generate new ideas based on a critical evaluation of existing knowledge. Attention is given to integration of the components of scholarship, research, teaching, mentoring, and service to the profession gained from understanding the theoretical/scientific underpinnings of nursing and other disciplines.

**Prerequisites**
- RSCH 8110N

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**NURS 8300 - Organizational and Systems Leadership for Quality Improvement**

(5 cr.)
The focus of this course is on the development of leadership strategies and competencies to support healthcare and organizational quality delivery of care. Emphasis is placed on a systems approach exploring the organizational structures, which impact healthcare quality performance and, ultimately, patient outcomes. Using macro (enterprise-wide) and micro (individual and team performance) perspectives, students examine the leadership roles, which define, develop, and support decisions effecting quality strategies. In this course, students address how key organizational theories, principles, and concepts relate to achieving the effective and efficient delivery of safe healthcare services. Through the development of a quality program initiative, students demonstrate an understanding of the impact an initiative has on organizational structure, its environment, and the system’s leadership.

**NURS 8301 - Leading Organizations for Quality Improvement Initiatives**

(5 cr.)
The focus of this course is the development of leadership competencies and strategies to support organizational and systems leadership for continuous improvement in health outcomes and the delivery of quality care. Emphasis will be on understanding the challenges and complexity in the healthcare system and the development of skills and knowledge to lead, manage, evaluate, and innovate to transforms the healthcare environment. Essential topics include leadership for change and transformation, quality improvement tools and methods, safety principles, and project management.

**NURS 8302 - Leading Organizations for Quality Improvement Initiatives**

(5 cr.)
The focus of this course is the development of leadership competencies and strategies to support organizational and systems leadership for continuous improvement in health outcomes and the delivery of quality care. Emphasis is on understanding the challenges...
and complexity in the healthcare system and the development of skills and knowledge to lead, manage, evaluate, and innovate to transform the healthcare environment. Essential topics include leadership for change and transformation, quality improvement tools and methods, safety principles, and project management.

Prerequisites
- NURS 8002 or NURS 8002A or NURS 8002C or NURS 8002F or NURS 8002S or NURS 8006 or NURS 8006A or NURS 8006C or NURS 8006F or NURS 8006S
- NURS 8114 or NURS 8114A or NURS 8114C or NURS 8114F or NURS 8114S

NURS 8310 - Epidemiology and Population Health

(5 cr.)
Advanced practice nurses frequently apply epidemiologic concepts to inform evidence-based practice. Students in this course are provided with an overview of epidemiologic methods in the study of the distribution and etiology of disease and health-related conditions in human populations. Students examine select population health issues such as chronic and infectious diseases and effects of disasters and emergencies. Throughout this course, students gain a deeper understanding of the various research designs and methodologies professionals use in epidemiologic research and their relevance to population-based nursing practice. Consideration is given to study designs, primary and secondary data sources, epidemiologic measures, sources of error, and ethical issues relevant to research. Students apply epidemiologic methods to the development of a program proposal for a population health issue.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

NURS 8400 - Evidence-Based Practice I: Assessment and Design

(5 cr.)
In this course, students focus on the competencies required of the healthcare professional in planning for the design, development, implementation, and evaluation of health promotion and disease prevention initiatives. They explore and discuss strategic approaches to planning, implementation, and evaluation, including cost-benefit analysis. Note: This is a 5-cr. course (4 didactic cr., 1 clinical cr.). Clinical hours have a 1:6 ratio (credit/clinical), resulting in 72 clinical hours.

NURS 8410 - Best Practices in Nursing Specialties

(5 cr.)
A scholarly inquiry of key concepts in nursing is presented in this course. Students analyze best practices and evolving issues in their nursing areas of practice. They explore advanced specialty practice problems through a guided initial review of literature.
Students develop a program or project to address clinical/practice questions under the guidance of an approved clinical mentor. Students generate an evidence-based practice question and develop and implement an intervention within the practicum setting. Students disseminate the project plan and results at the practicum site. 

Note: This is a 5-cr. course (4 didactic cr., 1 clinical cr.). Clinical hours have a 1:6 ratio (credit/clinical), resulting in 72 clinical hours.

**NURS 8500 - Evidence-Based Practice II: Planning and Implementation**

(3 cr.)

In this DNP practicum course, students focus on planning and implementing an evidence-based practice program/project designed to address their clinical/practice questions; students complete work under the guidance of an approved practicum mentor. Students generate practicum journals and discussion content that drill down to the evidence-based change project related to their clinical/practice question and resulting findings, conclusions, and recommendations.

**Prerequisites**

- NURS 8110 or NURS 8110A or NURS 8110C or NURS 8110F or NURS 8110S
- NURS 8200 or NURS 8200A or NURS 8200C or NURS 8200F or NURS 8200S
- NURS 8210 or NURS 8210A or NURS 8210C or NURS 8210F or NURS 8210S
- NURS 8300 or NURS 8300A or NURS 8300C or NURS 8300F or NURS 8300S

Note: This 3-cr. practicum course has a 1:6 ratio of credit to clinical hours, resulting in 216 clinical hours.

**NURS 8502 - Evidence Based Practice I**

(5 cr.)

The purpose of this course is to provide the student with opportunities to create individualized objectives based on the American Association of Colleges of Nursing DNP Essentials to develop leadership skills and competencies in their specific areas of interest. Students work with an approved practicum mentor to generate practicum evidence and complete practicum journal requirements. Students complete a self-evaluation and reflect on their personal growth.

**Prerequisites**

- NURS 8002 or NURS 8002A or NURS 8002C or NURS 8002F or NURS 8002S or NURS 8006 or NURS 8006A or NURS 8006C or NURS 8006F or NURS 8006S
- NURS 8114 or NURS 8114A or NURS 8114C or NURS 8114F or NURS 8114S
- NURS 8201 or NURS 8201A or NURS 8201C or NURS 8201F or NURS 8201S
- NURS 8302 or NURS 8302A or NURS 8302C or NURS 8302F or NURS 8302K or NURS 8302M or NURS 8302S or NURS 8302W
Note: These 2 credits of practicum hours have a 1:80 ratio of credit to practicum hours, resulting in 160 practicum hours.

**NURS 8503 - Evidence Based Practice II**

(5 cr.)
In this DNP practicum course, students will create individualized objectives to continue completing the gap in practice activities identified in NURS 8502. Students will implement gap in practice activities, monitor, measure, evaluate outcomes, and disseminate results back to the organization. The course will focus on the continuation of the evidence-based practice problem identified in NURS 8502. Students will complete work under the guidance of an approved clinical mentor. Students will generate a practicum portfolio that drills down to the evidence regarding their clinical/administrative question and resulting findings, conclusions, and recommendations. Students complete the practicum journal requirements throughout the course. Students will complete a self-evaluation and reflect on their personal growth in their specific area of interest.

**Prerequisites**
- NURS 8502

Note: This 2-credit practicum course has a 1:80 ratio of credit to practicum hours, resulting in 160 practicum hours.

**NURS 8504 - Evidence Based Practice for the Executive Leader I**

(5 cr.)
The purpose of this course is to provide the student with opportunities to create individualized objectives based on the American Association of Colleges of Nursing DNP Essentials to develop leadership skills and competencies in their specific areas of interest. Students work with an approved practicum mentor to generate practicum evidence and complete practicum journal requirements. Students will complete a self-evaluation and reflect on their personal growth.

**Prerequisites**
- NURS 8002 or NURS 8002A or NURS 8002C or NURS 8002F or NURS 8002S or NURS 8006 or NURS 8006A or NURS 8006C or NURS 8006F or NURS 8006S
- NURS 8114 or NURS 8114A or NURS 8114C or NURS 8114F or NURS 8114S
- NURS 8201 or NURS 8201A or NURS 8201C or NURS 8201F or NURS 8201S
- NURS 8302 or NURS 8302A or NURS 8302C or NURS 8302F or NURS 8302K or NURS 8302M or NURS 8302S or NURS 8302W
Note: These 2 credits of practicum hours have a 1:80 ratio of credit to practicum hours, resulting in 160 practicum hours.

NURS 8505 - Evidence Based Practice for the Executive Leader II

(5 cr.)
In this DNP practicum course, students will create individualized objectives to continue completing the gap in practice activities identified in NURS 8502. Students will implement gap in practice activities, monitor, measure, evaluate outcomes, and disseminate results back to the organization. The course will focus on the continuation of the evidence-based practice problem identified in NURS 8502. Students will complete work under the guidance of an approved clinical mentor. Students will generate a practicum portfolio that drills down to the evidence regarding their clinical/administrative question and resulting findings, conclusions, and recommendations. Students complete the practicum journal requirements throughout the course. Students will complete a self-evaluation and reflect on their personal growth in their specific area of interest.
Prerequisites
- NURS 8504

Note: This 3-credit practicum course has a 1:80 ratio of credit to practicum hours, resulting in 160 practicum hours.

NURS 8510 - Evidence-Based Practice III: Implementation, Evaluation, and Dissemination

(3 cr.)
The focus of this DNP practicum course is on the evaluation of an evidence-based health project relevant to aggregate, systems, or organizational levels of healthcare. In addition, students develop and plan for the dissemination of a scholarly product generated by that project to a wider community of scholar-practitioners. Students work with an approved practicum mentor to generate practicum evidence and complete practicum journal requirements, and the evidence-based project, demonstrating the use of leadership skills and advanced nursing practice knowledge to promote quality improvement, improve health outcomes, and inform healthcare policy. Students in the DNP practicum course are provided with the opportunity to reflect on self-evaluation, professional growth, and postgraduation plans.
Prerequisites
- NURS 8500 or NURS 8500A or NURS 8500C or NURS 8500F or NURS 8500K or NURS 8500M or NURS 8500S

Note: This 3-credit practicum course has a 1:6 ratio of credit to practicum hours, resulting in 216 practicum hours.
NURS 8540 - Academic Nursing Faculty Role Development

(5 cr.)
This course will build skills in the transition to doctoral level faculty roles. Students can gain competencies in identifying future career trajectories, scholarly interests, and collaboration skills to contribute to new knowledge development, dissemination, and implementation of evidence in one’s field. Integrating multiple trends in nursing and team science, the role of a progressively developed professor will be discussed, critiqued, and synthesized. Students will use self-awareness and reflection to prepare an individual development plan (IDP) that leads to success in exemplary teaching methods, mentorship, scholarship, service, and lifelong learning. Readings and guided discussions provide a lens to view trends and emerging interest areas to guide students' preparation of an IDP and scholarly interest concept analysis.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

NURS 8542 - Curriculum Change: Applying Research Strategies to Prepare Tomorrow's Nursing Education Programs

(5 cr.)
Curricula and courses have enduring frameworks, yet the content and processes for teaching nursing require continuous change as technology innovates and the science of disease management and prevention evolves. In this course, students prepare for their work as curriculum change leaders and advocates to ensure nursing education meets the requirements and challenges of today’s and tomorrow’s healthcare needs. Course content and activities apply research processes and strategies that PhD students have mastered in previous courses for their dissertation work. Students begin by examining core competencies for nurse educators and evaluating their individual capacity in competencies with particular relevance to curriculum change leadership. They develop a theoretical framework for curriculum change; complete a literature review on a recommended national goal for transforming nursing education; explore trends with implications for nursing curriculum and educators; promote interprofessional collaboration by writing an article for publication; and create a concept map as a visual representation of the evaluation process, including as a catalyst for curriculum change. Through weekly Discussions and Blogs, students replicate the collaboration and debate between nursing faculty and demonstrate their potential as nurse educators to be agents of positive social change.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

NURS 8544 - Strategies for Teaching Innovations in Nursing Education
In this course, students will critically analyze nursing education teaching and learning theories, teaching strategies in classroom and clinical settings, in face-to-face and online environments, and how these strategies relate to the learning and development of desired outcomes in nursing education. Students will also apply the research process to analyze cultural competence for their professional role and how to address the needs of diverse learners to foster intercultural learning in a variety of educational settings. Students' primary Assignment will involve designing of a BSN-level nursing course.

Prerequisites
- NURS 8003 or NURS 8006 or NURS 8006A or NURS 8006C or NURS 8006F or NURS 8006S
- NURS 8112
- NURS 8250N

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

NURS 8546 - Strategies for Innovation in Nursing Education

In this course, students will explore the technical landscape of modern nursing practice, the factors impacting the push to integrate informatics competencies as foundational practice concepts, and how to best function in the domain where technology education and traditional nursing education form partnerships for instruction. Students will investigate emerging technologies and care models that may impact their general approach to education, as well as the role of technology in those models. Upon successful completion of the course, students will possess the proficiencies and professional dispositions required to educate—and meet the global demand for—technology-savvy nurses from the start of nursing school through their evolution to an expert-level clinician.

Prerequisites
- NURS 8003
- NURS 8112
- NURS 8250N

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

NURS 8551 - Preparing for Dissertation

The focus of this course is on the preparation for the dissertation phase of training. In this course, students identify a dissertation topic and potential dissertation committee
members; begin to conduct a literature review; develop a problem statement and research questions; and evaluate research designs, methods, and types of analyses to use for their dissertation. Students also complete their initial premise in this course and an annotated outline of their prospectus.

**Prerequisites**
- RSCH 8310N

**NURS 8601 - DNP Field Experience**

(1 cr.)
The purpose of this course is to provide students with the opportunity to complete additional practicum hours to fulfill the 1,000-hour requirement of the DNP. Students may take the DNP Field Experience course up to six times based on practicum hours attained prior to DNP admission. Students generate practicum portfolio evidence.

**Prerequisites**
- NURS 8002 or NURS 8002A or NURS 8002C or NURS 8002F or NURS 8002S or NURS 8006 or NURS 8006A or NURS 8006C or NURS 8006F or NURS 8006S

**Note:** This 1-credit practicum course has a 1:80 ratio of credit to practicum hours, resulting in 80 practicum hours.

**NURS 8700 - DNP Project Mentoring**

(0 cr.)
The purpose of this course is to serve as a platform for ongoing communication between students and their DNP Project Committee chairs and a repository for drafts and documentation related to the DNP project. Students will be assigned to sections of NURS 8700 based on their DNP Project Committee chair, which will support communication between students who are working on their DNP projects with common faculty chairs in an ongoing collaborative learning community.

**NURS 8701 - DNP Project Completion**

(3 cr. per term as needed to complete the DNP Project.)
The purpose of this course is to serve as a platform for ongoing communication between students and their DNP Project Committee chairs and a repository for drafts and documentation related to the DNP project. Students will be assigned to sections of NURS 8701 based on their DNP Project Committee chair, which will support communication between students who are working on their DNP projects with common faculty chairs in an ongoing collaborative learning community.
Students take this course for a minimum of four quarters and are continuously enrolled until completion of their doctoral project with final chief academic officer (CAO) approval.

To complete a doctoral project, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their doctoral project on ProQuest before their degree is conferred.

**NURS 8702 - DNP Project Mentoring**

(0 cr.)
The purpose of this course is to serve as a platform for ongoing development, mentoring, and communication between students and their faculty advisor for the DNP Project. This course supports the required approval process for the DNP Project, including serving as a repository for drafts and final, approved documentation related to the DNP Project. Students will be assigned to sections of NURS 8702 with their faculty advisor. The student and faculty advisor will establish an ongoing, collaborative learning community that will support development and communication for the completion of the DNP Project.

**Prerequisites**
- NURS 8002/8006
- NURS 8114
- NURS 8201
- NURS 8302

**NURS 8703 - DNP Project Completion**

(3 cr. per term as needed to complete the DNP Project)
This course is designed for the student to complete their DNP project. The final DNP project demonstrates students’ ability to integrate knowledge into practice and to demonstrate the competencies of the AACN DNP Essentials. Students will demonstrate organizational/systems leadership, translation of evidence, and quality improvement processes of a change impacting health outcomes. Projects will follow the project management process and include components of planning, implementation, evaluation, and dissemination. Students complete the DNP project independently, with the guidance of a faculty advisor and an organization mentor. The order and format of the steps of the DNP project are outlined in the DNP Project Process Guide.

**Prerequisites**
- NURS 8002 or NURS 8002A or NURS 8002C or NURS 8002F or NURS 8002S or NURS 8006 or NURS 8006A or NURS 8006C or NURS 8006F or NURS 8006S
- NURS 8100 or NURS 8100A or NURS 8100C or NURS 8100F or NURS 8100S
- NURS 8114
- NURS 8201
- NURS 8210
- NURS 8302
- NURS 8310 or NURS 8502 or NURS 8503 or NURS 8504 or NURS 8505

Note: Students are automatically enrolled in this course each term while completing the DNP project after they have completed all other course requirements for the DNP program of study.

**NURS 8710 - Doctoral Seminar I**

(1 cr.)
Seminar I gets students prepared for the dissertation process. Students are introduced to the Doctoral Degree Coach, helpful dissertation resources, time management strategies, and potential topics relevant to their field of study. Students also examine exemplar dissertations to better understand the journey they will be undertaking.

**NURS 8720 - Doctoral Seminar II**

(1 cr.)
Seminar II represents the preboarding phase of the journey. Students learn how to use the library, develop doctoral-level writing strategies, and write a literature review. Students also examine how social problems drive scientific inquiry.

**NURS 8730 - Doctoral Seminar III**

(1 cr.)
Seminar III has students take off into developing critical elements of a scientific study. Students distinguish the characteristics of strong quantitative and qualitative research questions and evaluate conceptual and theoretical frameworks with respect to their alignment with a study. Students will engage in an iterative process of developing research questions through peer review and feedback.

**NURS 8740 - Doctoral Seminar IV**

(1 cr.)
Seminar IV has students fly toward completing their prospectus by developing methods appropriate to answer a research question as well as explain the nature and significance of a scientific study. Students evaluate how to align various elements of a scientific study and ensure ethical concerns are addressed. Students end this course with a solid draft of their prospectus.
**NURS 8750 - Doctoral Seminar V**

(1 cr.)
Seminar V culminates the student's journey towards developing a prospectus. This course focuses on completing the Prospectus Form. Students deliver an asynchronous oral and visual presentation of their proposed doctoral study and get feedback from peers and the instructor.

**NURS 8800 - Doctor of Nursing Practice Coaching**

(1 cr.)
[Under development]

**NURS 9000 - Dissertation**

(5 cr. per term for a minimum of 4 quarters until completion)
In this course, doctoral students have the opportunity to integrate their program of study into an in-depth exploration of an interest area that includes the completion of a research study. Students complete the dissertation independently, with the guidance of a dissertation supervisory committee chair and committee members, in a learning platform classroom in which weekly participation is required. Students complete a prospectus, proposal, Institutional Review Board application, and dissertation.
Students take this course for a minimum of four quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval.

To complete a dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

**Prerequisites**
- RESI 8403N

**PBHL 8002 - Foundations of Graduate Study**

(3 cr.)
Students in this course are introduced to Walden University and to the requirements for successful participation in an online curriculum. Students work toward building a foundation for academic and professional success as scholar-practitioners and social change agents. They assess the relationship of mission and vision to professional goals, and they develop a program of study, a professional development plan, and strategies for online success. Students also explore resources used throughout the program, such as
the online Walden University Library. They engage in course assignments focused on the practical application of professional writing, critical-thinking skills, and the promotion of professional and academic excellence.

**PBHL 8005 - Business Concepts for Organizational Development Professionals**

(5 cr.)
Organizational success depends on many aspects, such as human and market factors. In this course, students explore these factors as well as the language of work, business, and management structures and processes. They also examine related topics, such as finance, marketing, accounting, strategic planning, organizational design, and quality and process improvement. Students apply concepts and theories to case study scenarios and real-life situations. They also demonstrate their knowledge through a health audit of an actual organization, for which they provide a synopsis of a variety of organization aspects, such as ethical and legal issues, organizational architecture, group relations, human factors, and accounting and financial factors, among others.

**PBHL 8012 - Behavioral Health Management**

(5 cr.)
Management in modern healthcare organizations has become increasingly more complex and challenging. Leaders in behavioral healthcare management can expect their roles and responsibilities to be multifaceted. In this course, students will explore the commonalities and differences between healthcare management in general and behavioral healthcare in particular. They will also consider what it means to be an effective leader and an effective manager and how to apply theories of leadership to the behavioral healthcare setting. Additionally, the range of management roles and functions will be identified and applied to a behavioral healthcare setting.

**PBHL 8050 - Global Health and Issues in Disease Prevention**

(5 cr.)
An in-depth review of how population-based strategies are used in the prevention of disease and disability is provided to students in this course. Students explore the topics of population health and disease prevention from the perspective of understanding the determinants of health. Using a cross-disciplinary approach, students examine how economics, social factors, health policy, urbanization, globalization, the environment, and other factors influence disease. Students consider how research in disease prevention, health determinants, and population health applies to public and community health efforts.

**PBHL 8130 - Communications and Social Marketing Strategies for Public Health Leaders**
This course provides to students an overview of communication and social marketing strategies as they relate to public health, highlighting theoretical concepts that are commonly used in health communications and research. Topics include using communication theory, social marketing techniques, promoting health literacy, developing community partnerships, and creating culturally sensitive and appropriate promotional materials. Students focus on developing, implementing, and evaluating an abbreviated Public Health Communication Campaign by applying basic social marketing principles, such as the use of social media techniques, to identify and advance public health interests and address public health problems. Through their Public Health Communication Campaign, which is this course’s Scholar-Practitioner Project, students examine how they can use marketing and communication practices to translate health research into social action and behavioral change.

**PBHL 8200 - Behavioral Health Social Entrepreneurship and Advocacy**

This course is on applying the concepts of sustainable value to create behavioral health business sustainability through investment strategies, market insight, and operational excellence. Students will gain an understanding of how sustainable development and sustainability principles are used as drivers for innovation, collaboration, and transformation. Topics will also include business planning and decision making using strategic management principles and the model of strategic planning for the public and private sectors. Students in this course use the case-based method of learning in applying concepts from strategy, leadership, decision analysis, and behavioral health management to the development of situational analyses, corporate- and operational-level decision making, implementation plan development, and strategic evaluation.

**Prerequisites**
- DRWI 8504

**PBHL 8207 - Grant Writing**

Grant writing is a highly marketable skill that requires many not-for-profit, educational, and community organizations to secure external funding in order to provide needed services to the community. In this course, students will explore the basic skills needed for grant writing including identifying potential funding sources, creating objectives and a need statement, preparing and justifying a budget, identifying appropriate assessment plans, and writing an executive summary. Through their course assignments, students can directly apply what they are reading and discussing by writing a full grant proposal based on an actual Request for Proposal (RFP).

**PBHL 8214 - Consulting for Organizational Change**
Organizational and professional development (OPD) professionals promote and implement organizational change by using fundamental techniques of change management. Students in this course examine and apply these tools, including consulting competencies, approaches, and organizational change models to learn the skills of an OPD consultant. Students explore methods for accelerating individual, group, and organizational performance through consulting, coaching, and change management. They also explore related topics, such as organizational assessment; team development; strategic planning; group dynamics; power, politics, and influence; leadership; and conflict management. Students apply course concepts to the assessment of an organization and the development of strategies to address identified needs for change.

Prerequisites
- PBHL 8752

PBHL 8216 - Dynamics of Contemporary, International, and Virtual Organizations

Globalization, technological innovation, and market factors continually change the context of business, requiring professionals who understand how organizations function to work through challenges and harness opportunities for change. In this course, students explore the implications of the changing nature of organizations as well as the emergence of international and virtual organizations in a global economy. Through contextual and application-based assignments, students address the unique opportunities and challenges for government, for-profit, nonprofit, international, and virtual organizations. Applying acquired knowledge and skills, students provide a diagnosis and recommendations for a specific organization's development efforts.

PBHL 8242 - Changing Health Behavior: Theory and Practice

Students in this course will review past and current models of health behavior change, disease prevention, disease management, and relapse prevention. Coverage of health-related issues includes dietary needs, tobacco and drug use, safer sexual practices, and stress management. In addition, students will examine the analysis of behavior change within specific populations (young, elderly, cognitively impaired, etc.) and factors that predict or serve as obstacles to lifestyle change and adherence.

PBHL 8300 - Healthcare Financial Management and Economics

In this course, students gain knowledge of economic principles such as cost, quality, and access as they relate to the healthcare world. The principles of healthcare financial management, including accounting and finance, are vitally important to the viability and
ongoing operations of a healthcare business. Students have the opportunity to interpret and analyze the financial statements of a business, use and analyze financial ratios, utilize variance analysis, understand and implement operating and capital budgeting, and develop knowledge of the business planning process. Students create portions of a business/financial plan using these techniques and analyze the viability of their plan using accepted financial management tools.

Prerequisites

- PBHL 8002
- PBHL 8012
- PBHL 8214
- RSCH 8110
- RSCH 8210
- RSCH 8310
- PBHL 8200
- PBHL 8600
- PBHL 8755
- PBHL 8465
- PBHL 8900
- PBHL 8315 or PBHL 8207

PBHL 8315 - Program Evaluation

(5 cr.)
The skills required to assess research and work effectively with stakeholders are among the many proficiencies required of professionals who evaluate and develop programs. In this course, students examine these skill sets as well as the history, theory, and major approaches underlying program evaluation. Students learn how to select appropriate quantitative and/or qualitative models and techniques to perform evaluations, demonstrate program effectiveness, and disseminate results. Additionally, students explore the procedures and techniques involved in offering their evaluation services to a specific group or organization. They also examine strategies to gain stakeholder interest in developing appropriate standards, research progress, and evaluation outcomes. Students acquire practical experience evaluating a program of interest through which they outline organizational structure, identify stakeholders, employ evaluation models, explain steps in planning, and predict possible challenges or stakeholder fears, for which they recommend solutions.

PBHL 8316 - Economics and Financing of Public Health Systems

(5 cr.)
In this course, students investigate the provision of resources for the delivery of public health services and the application of economic theories to health policy issues. Students
explore how organizational characteristics interact with economic forces to produce systems performance outcomes, as well as how fiscal policy can influence the performance of public health systems. Students analyze grant-writing strategies and the advantages and disadvantages of various financing options. Other topics include methods of economic evaluation and their usefulness in determining appropriate financing mechanisms for public health systems.

**PBHL 8320 - Development in an Era of Global Crisis**

(5 cr.)
Students in this course review how recent international issues such as terrorism, civil war, mass migration, and refugee crises influence development and lives of human beings throughout the lifespan. They examine how extreme life stressors such as exposure to disaster, war, terrorism, displacement, genocide, instability, loss of family, and death influence health (e.g., sanitation, diseases, reproductive issues) and mental health issues (e.g., trauma, anxiety, depression, adjustment difficulties, debilitating mental illnesses) and also impact the psychosocial well-being and development of infants, children, young adults, adults, and elders within their specific contextual and cultural background. Students also examine psychosocial support and intervention programs developed for health and mental health promotion of the affected individuals and how they impact positive social change.

**PBHL 8330 - Holding Up the Mirror: Understanding Different Cultures and Increasing Global Consciousness**

(5 cr.)
Professionals in all areas of public policy and administration work with individuals and organizations of different cultures on a daily basis; therefore, global consciousness is vital to effective communication and interaction in the field. In this course, students explore and analyze the cultural values and styles of communication, reasoning, and leadership unique to their home culture. Students apply these concepts to better understand the people, values, and policies of other cultures. They also identify and become familiar with challenges that American nonprofit organizations face as they work internationally or cross-culturally within the United States. Sharpening critical-thinking skills, students research and assess an organization within their own community that has international links; through this assessment, students gain further awareness of different cultures and the importance of cross-cultural ties.

**PBHL 8450 - Project and Resource Management in Health Services Organizations**

(5 cr.)
In this course, students focus on the strategic resource management process in an organizational setting. As leaders in the healthcare field, students explore resource management within the context of the healthcare mission, planning resource allocation,
program implementation, and program evaluation. Students have the opportunity to assess their organization's current strategic position and apply relevant theoretical models in healthcare settings to adjust management practices in a changing healthcare environment. Students can also address the organizational dynamics and change management processes of integrated health systems and their networks of hospitals, nursing homes, group practices, and medical offices.

**PBHL 8465 - Strategic Planning: Collaboration, Cooperation, and Coordination**

(5 cr.)
In an increasingly complex world, leaders and managers in public, private, and not-for-profit organizations need to be strategic in planning and creating effective, collaborative programs and services. In this course, students explore the role and process of strategic planning, with an emphasis on collaboration, cooperation, and coordination within and among organizations. Students apply these concepts to real-life situations and organizations.

Prerequisites
- DRWI 8507

**PBHL 8540 - Strategic Planning, Management, and Leadership in a Global Context**

(5 cr.)
Public policy implementation can take place in various types of organizations. Students engage in a collaborative study of strategic planning, management, and leadership in the context of public and nonprofit organizations. Students in this course identify, analyze, and evaluate the intricate relationships among strategic planning, management, and leadership from an international perspective. Students cover three key institutional elements: thinking, acting, and leading strategically. Students apply a management systems approach as they develop, adopt, manage, and lead a strategic plan for an international public or nonprofit organization or with an international focus. Students will understand the strategic context for practical decision making for international public and nonprofit organizations, emphasizing the central role of the environment in the strategic planning process. Students are offered a hands-on approach that tests their ability to make effective and timely management and leadership decisions in complex and uncertain conditions.

**PBHL 8573 - Child and Adolescent Health**

(5 cr.)
Students in this course will review past and current models of health behavior change, disease prevention, disease management, and relapse prevention. Coverage of health-related issues includes dietary needs, tobacco and drug use, safer sexual practices, and stress management. In addition, students will examine the analysis of behavior change
within specific populations (young, elderly, cognitively impaired, etc.) and factors that predict or serve as obstacles to lifestyle change and adherence.

**PBHL 8574 - Women's Health**

(5 cr.)
Students in this course examine healthcare issues in women and girls. Topics include healthy development, trauma, coping, self-esteem, resilience, self-care, well-being, sexual health, relationships, roles, family, schooling, careers, motherhood, transitions, violence, security, bereavement, and positive aging.

**PBHL 8600 - Governance, Law, and Policy for Healthcare Leaders or Behavioral Healthcare**

(5 cr.)
Many economic, financial, and political factors influence the delivery of behavioral health healthcare, making healthcare reform a challenging task. In this course, students examine these factors and challenges, and they consider policy reform through legal, regulatory, ethical, societal, and organizational contexts. Topics include behavioral healthcare policy, advocacy, laws, mandates, contracts, and ethical obligations to provide quality behavioral healthcare by being stewards of their organization. They examine the political and policy process, including agenda setting, stakeholder analysis, and application of policy analysis frameworks.

**Prerequisites**
- DRWI 8504

**PBHL 8745 - Health Psychology**

(5 cr.)
Health psychologists work toward positive change in healthcare and health behavior through the study of relationships between patients and providers, how individuals and groups adapt to illness, damaging health behaviors, health cognitions, and many other related issues. In this course, students explore the field of health psychology with a focus on the biopsychosocial model. They discuss behavioral and biomedical theories as well as the effect of psychological (personality), behavioral (health behaviors and coping), and social factors (stress and physician-patient relationships) on physical health and wellness. Through the examination of current literature and peer discussions, students explore and address issues related to cardiovascular and immune health, including heart disease, stroke, cancer, and HIV/AIDS. They demonstrate their understanding of course material and consider how topics apply to their personal and professional life through the development of task force papers, a health brochure, and a final essay.
PBHL 8750 - Trends and Issues in Executive-Level Management for Healthcare Administrators

(5 cr.)
Given the dynamic nature of the healthcare industry, healthcare administrators are facing more challenges and opportunities than ever before. In this seminar-style course, students address how executive-level managers leading complex health systems can use strategic planning, risk management, and innovative business practices to take advantage of healthcare trends, as well as the current social and economic forces that guide strategic planning of healthcare systems. Students explore ways to improve board of director relationships, address financial challenges, and implement healthcare reform measures. As a result of this course, students are better able to visualize and address the quickly changing landscape of healthcare delivery per the guidelines outlined in the Patient Protection and Affordable Care Act of 2010. Students also have the opportunity to address the cultural issues that are present in the healthcare environment.

PBHL 8752 - Psychology of Organizational Behavior

(5 cr.)
Students in this course examine the application of behavioral theories in organizational settings. The focus is on individual, group, and organizational behavior. Topics include individual differences in employee motivation and job satisfaction, group development, team building, organizational leadership, and organizational design, culture, and development. Students acquire a broad knowledge base in organizational psychology, its research, and its applications.

PBHL 8755 - Leadership and Leader Development

(5 cr.)
Effective leadership requires the ability to facilitate positive change, lead others in efforts to effect similar change, and work through challenges when met with resistance to change. Students in this course are provided with an extensive overview of leadership theories. Students explore definitions of leadership, major theoretical leadership models, and contextual and situational factors related to leadership and change. Students also examine various perspectives on leadership and the role of leadership in the achievement of organizational, group, and team goals. Students engage in practical assignments and discussions, focusing on effective leadership issues and practices during the process of organizational change.
Prerequisites
- PBHL 8600
- DRWI 8504
- PBHL 8752
PBHL 8762 - Teaching of Psychology

(5 cr.)
Students in this course examine techniques and issues related to teaching psychology at the college and/or university level. They examine aspects of the adult development process, teaching skills, rapport with students, and course and classroom management. Students also explore classroom communication and ethical issues relevant to both instructors and students. Demonstrating their knowledge and communicating perspectives, students complete writing assignments on topics related to teaching psychology. They also have the opportunity to gain practical experience and constructive feedback as they lead discussions, assign grades, and evaluate other student teachers.

PBHL 8763 - Principles of Instructional Design

(5 cr.)
Students in this course are presented with an overview and critical analysis of various instructional methods and techniques, including their historical, psychological, and social foundations. Students analyze specific instructional applications in various settings and through multiple theories of learning, such as behavioral, cognitive, humanistic, and social-situational. They apply prior knowledge of learning, development, and cognition to understand these applications. Students also consider and discuss the major challenges affecting curriculum design as well as potential future trends. Demonstrating understanding of course concepts, students critically analyze and present current issues in instructional design through collaborative projects.

PBHL 8764 - Instructional Design for Online Course Development

(5 cr.)
In this course, students explore instructional design and delivery of online courses, issues related to assessment, evaluation in a distance-learning environment, and appropriate and systematic use of technology in online learning venues. Addressing course objectives and discussion questions, students explore and assess issues related to learning styles and instructional strategies in the online environment as well as alternatives to the online lecture. Students gain hands-on experience developing components for online instruction using course concepts and best practices in the field.

Prerequisites
- PBHL 8763

PBHL 8815 - Contemporary Gerontology/Geriatric Psychology

(5 cr.)
Statistical data indicate that people are living longer and the number of older persons is continually increasing. As the population ages, society must prepare to address their
needs. Students in this course are provided with a multidisciplinary approach to the study of aging in contemporary societies. Students examine the biological, psychological, social, and societal contexts of aging. They also explore the historical and cross-cultural perspectives on aging, social theories of aging, managing chronic diseases, cognitive changes associated with aging, mental health issues, sexuality, and social interactions. Through a series of taskforce reports on various topics, such as sexually transmitted diseases, substance abuse, and elder abuse, students apply course concepts and critically examine current issues in gerontology.

**PBHL 8900 - Doctoral Research Project Lab**

(5 cr.)
Through this course, doctoral students have a platform for the ongoing collaborative learning communication between them and their doctoral study chairs and as a repository for drafts and documentation materials related to the doctoral study. The final doctoral study is a demonstration of students' scholarly ability to examine, critique, and synthesize knowledge, theory, and experience, so that new ideas can be tested; best practices identified, established, and verified; and theoretical, practice, or policy constructs evaluated and advanced. In all cases, students engage in rigorous inquiry that results in new knowledge, insight, or practice, demonstrating efficacy in the world of behavioral health leadership.

**Prerequisites**
- PBHL 8465
- PBHL 8315
- PBHL 8207
- DRWI 8507

**PBHL 8911 - Healthcare Quality Management**

(5 cr.)
The focus of this course is the development of leadership strategies and competencies to support healthcare and organizational quality delivery of care. Emphasis is placed on a systems approach for exploring the organizational structures, which impact healthcare quality performance and, ultimately, patient outcomes. Using macro (enterprise-wide) and micro (individual and team performance) perspectives, students examine the leadership roles, which define, develop, and support decisions affecting quality strategies. Students in this course address how key organizational theories, principles, and concepts relate to achieving the effective and efficient delivery of safe healthcare services. Through the development of a quality program initiative, students demonstrate an understanding of the impact an initiative has on organizational structure, its environment, and the system's leadership.

**PBHL 9001 - BHL Doctoral Study 1**
This course represents the final phases of study for Walden University doctoral students enrolled in the Behavioral Health Leadership program. Walden requires the doctoral study to reflect a high level of scholarly effort and to either expand existing knowledge or contribute to professional practice. In this capstone course, doctoral students have the opportunity to integrate their academic learning with their applied skill set by demonstrating their ability to conduct an in-depth examination and/or assessment of a behavioral health practice problem. Students complete an applied practice-based study independently, with the guidance of their doctoral study supervisory committee chair and committee members, in a learning platform classroom in which weekly participation is required. Students complete a prospectus, proposal, Institutional Review Board application, and carry out and analyze a research protocol and study.

Prerequisites

- PBHL 8900

PBHL 9002 - BHL Doctoral Study 2

This course represents the final phases of study for Walden University doctoral students enrolled in the Behavioral Health Leadership program. Walden requires the doctoral study to reflect a high level of scholarly effort and to either expand existing knowledge or contribute to professional practice. In this capstone course, doctoral students have the opportunity to integrate their academic learning with their applied skill set by demonstrating their ability to conduct an in-depth examination and/or assessment of a behavioral health practice problem. Students complete an applied practice-based study independently, with the guidance of their doctoral study supervisory committee chair and committee members, in a learning platform classroom in which weekly participation is required. Students complete a prospectus, proposal, Institutional Review Board application, and carry out and analyze a research protocol and study.

Prerequisites

- PBHL 9001

PBHL 9003 - BHL Doctoral Study 3

This course represents the final phases of study for Walden University doctoral students enrolled in the Behavioral Health Leadership program. Walden requires the doctoral study to reflect a high level of scholarly effort and to either expand existing knowledge or contribute to professional practice. In this capstone course, doctoral students have the opportunity to integrate their academic learning with their applied
skill set by demonstrating their ability to conduct an in-depth examination and/or assessment of a behavioral health practice problem. Students complete an applied practice-based study independently, with the guidance of their doctoral study supervisory committee chair and committee members, in a learning platform classroom in which weekly participation is required. Students complete a prospectus, proposal, Institutional Review Board application, and carry out and analyze a research protocol and study.

Prerequisites
- PBHL 9002

**PBHL 9004 - BHL Doctoral Study 4**

(5 cr. per term until completion)
This course represents the final phases of study for Walden University doctoral students enrolled in the Behavioral Health Leadership program. Walden requires the doctoral study to reflect a high level of scholarly effort and to either expand existing knowledge or contribute to professional practice. In this capstone course, doctoral students have the opportunity to integrate their academic learning with their applied skill set by demonstrating their ability to conduct an in-depth examination and/or assessment of a behavioral health practice problem. Students complete an applied practice-based study independently, with the guidance of their doctoral study supervisory committee chair and committee members, in a learning platform classroom in which weekly participation is required. Students complete a prospectus, proposal, Institutional Review Board application, and carry out and analyze a research protocol and study.

Prerequisites
- PBHL 9003

**PHIL 1001 - Introduction to Philosophy**

(5 cr.)
Philosophy is a way to explore and process complex issues in life through different perspectives. In this course, students have the opportunity to think about their values, their knowledge and belief systems, their lives, and their place in the world. Students learn about concepts of logic, ethics, metaphysics, reality and truth, and political philosophy. They explore the history of philosophy in the context of important contemporary issues and positions. Through this exploration, combined with self-reflection, students learn to ground their personal philosophies in traditions of philosophical reasoning.

Prerequisites
- ENGL 1001 or ENGL 1010
Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PHIL 1001S - Introduction to Philosophy♦

(5 cr.)
Philosophy is a way to explore and process complex issues in life through different perspectives. In this course, students have the opportunity to think about their values, their knowledge and belief systems, their lives, and their place in the world. Students learn about concepts of logic, ethics, metaphysics, reality and truth, and political philosophy. They explore the history of philosophy in the context of important contemporary issues and positions. Through this exploration, combined with self-reflection, students learn to ground their personal philosophies in traditions of philosophical reasoning.
Prerequisites
- ENGL 1001 or ENGL 1010

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PHIL 2001 - Ethics♦

(5 cr.)
Students are introduced to the nature and foundations of moral judgments and applications to contemporary moral issues in this course. Students explore an overview of ethical constraints from the prevailing philosophical and religious perspectives. Using a range of moral theories, students assess their beliefs, values, and perspectives on various ethical scenarios. Through this course, students gain the knowledge needed to formulate solutions to problems of professional and private life against the backdrop of ethical theory.
Prerequisites
- ENGL 1001 or ENGL 1010

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PHIL 2001C - Ethics♦

(5 cr.)
Students are introduced to the nature and foundations of moral judgments and applications to contemporary moral issues in this course. Students explore an overview of ethical constraints from the prevailing philosophical and religious perspectives. Using
a range of moral theories, students assess their beliefs, values, and perspectives on various ethical scenarios. Through this course, students gain the knowledge needed to formulate solutions to problems of professional and private life against the backdrop of ethical theory.

Prerequisites
• ENGL 1001 or ENGL 1010

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PHIL 3010 - Science and Spirituality♦

(5 cr.)
Students in this course investigate the human experience as understood through science, spiritual traditions, and contemporary thinking. They analyze the roles of evolutionary psychology, social psychology, science, and spirituality as they relate to human beliefs and experiences, such as happiness and love. Through a range of conceptual and applied assignments, students gain an understanding of historical and religious traditions and scientific theories as well as the theories and arguments of leading scientific and religious thinkers. Students also learn to determine the separateness or duality of science and spirituality.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PHLT 8006 - Foundations of Doctoral Success in Public Health♦

(5 cr.)
In this course, students will explore the field of public health and analyze foundational components of the discipline, including philosophies and values, from the viewpoint of what it means to become a scholar-practitioner in the field. They will also examine literature in public health including information on emerging issues and trends and technologies used. Students will learn about the public health doctoral programs and the resources that are available to improve scholarly voice, writing, and communication. In addition, students will examine the skills that are needed to complete a doctoral study program with regards to time management, self-discipline, and academic integrity.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PHLT 8011 - Foundations of Doctoral Success in Public Health♦

(5 cr.)
In this course, students will explore the field of public health and analyze foundational components of the discipline, including philosophies and values, from the viewpoint of
what it means to become a scholar-practitioner in the field. They will also examine literature in public health including information on emerging issues and trends and technologies used. Students will learn about the public health doctoral programs and the resources that are available to improve scholarly voice, writing, and communication. In addition, students will examine the skills that are needed to complete a doctoral study program with regards to time management, self-discipline, and academic integrity.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PHLT 8031 - Public Health Administration and Leadership**

(5 cr.)
In this course, students are provided with a foundational understanding of the administrative, managerial, and organizational practices of public health and healthcare delivery systems. Students examine theories of leadership as well as the professional attributes, skills, styles, and strategies required to advance public health goals. They engage in a variety of contextual and practical assignments focused on management theories, policy processes, systems thinking, strategic planning and partnerships, public health financing, human resource management, public health informatics, quality and performance improvement, leadership, and organizational behavior. Students also consider the impact of global trends on public health.

Prerequisites
- PHLT 8006 or PHLT 8011

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PHLT 8032 - SPSS Revealed**

(1 cr.)
In this laboratory course, students can learn the skills needed to use the statistical computer package SPSS (Software Package for the Social Sciences) in public health practice and research. Topics include importation of data, management of various types of data, creation and exportation of tables and graphs, and computation of basic statistical tests using SPSS.

Prerequisites
- PHLT 8006 or PHLT 8011

**PHLT 8033 - Interpretation and Application of Public Health Data**

(5 cr.)
Students in this course learn about biostatistical methods and concepts used in public health practice and research. Emphasis is placed on interpretation and application of
concepts rather than statistical formulas. Major topics include identification of levels of measurement, interpretation of narrative and graphical descriptive statistics, conceptualization of statistical inference and probability, and interpretation of commonly used statistical tests such as t tests, analysis of variance, correlation and regression, comparing proportions, contingency tables, and chi-square tests. Students are required to use the statistical computer package SPSS.

Prerequisites
- PHLT 8006 or PHLT 8011
- PUBH 8032

PHLT 8034 - Environmental Health♦

(5 cr.)
A comprehensive overview of environmental factors that affect the health and safety of 21st century communities is provided in this course. Students examine associations and interrelationships among chemical, physical, and biological hazards in the environment and their impact on human health. Concepts cover food, water, air, waste, radiation, noise, pests, population growth, and climate change. Students analyze and discuss current local and global problems and solutions and consider new ways to address environmental issues.

Prerequisites
- PHLT 8033

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PHLT 8035 - Epidemiology: Decoding the Science of Public Health

(5 cr.)
Public health officials frequently use epidemiologic research to develop educational strategies and intervention programs to improve the overall health of communities. Using an epidemiological approach, students in this course examine the incidence, prevalence, and patterns of disease and injury in populations and learn how to apply these concepts to the control of public health problems. Students identify key sources of data for epidemiological purposes and address principles and limitations of public health screening programs. Students calculate basic epidemiological measures and draw appropriate inferences from epidemiological data and reports. Through this course, students gain a deeper understanding of the various research designs and methodologies professionals use in public health research.

Prerequisites
- PHLT 8038
- PHLT 8032
- PHLT 8033
PHLT 8038 - Health Behavior Theory♦

(5 cr.)
Students in this course are introduced to concepts necessary for promoting positive health-behavior change by examining the most commonly used theories and models in public health and health education and promotion. Coursework focuses on the identification and application of theories and models for promoting and designing effective health behavior programs and interventions. Students explore individual, interpersonal, and community theories and modules to determine the most appropriate application.
Prerequisites
  • PHLT 8006 or PHLT 8011

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PHLT 8040 - Advanced Public Health Policy and Advocacy♦

(5 cr.)
In this course, students examine the role of federal, state, and local government in the assurance of public health through health policy and law. Consideration is given to contemporary policy, law, and regulatory issues arising in public health practice, as well as to the economics and financing of public health programs. The advocacy, political, and creative process in the formulation, implementation, and modification of health policy are examined and discussed. Students also learn how to structure and write a health policy brief, which will provide students with experience integrating scientific information, legal, and regulatory approaches, ethical frameworks, and varied stakeholder interests in policy development and analysis.
Prerequisites
  • PHLT 8006 or PHLT 8011

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PHLT 8042 - Public Health Ethics♦

(3 cr.)
This course will introduce students to the main values and principles that drive decision-making in public health research and practice. Through a case study approach, students will be exposed to different ethical theories and their application in real-life public health scenarios, such as resource allocation, individual autonomy versus the needs of the community, and protecting vulnerable populations. In addition, principles of research
ethics will be discussed and students will be exposed to the Institutional Review Board (IRB) application process.

Prerequisites

- PHLT 8006 or PHLT 8011

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PHLT 8044 - Advanced Program Evaluation

(5 cr.)
The course provides students interested in pursuing a public health doctoral-level degree with the advanced competencies necessary to evaluate public health programs. This course will emphasize public health practice and is designed to assist students in understanding how to plan, conduct, and report on a program evaluation. Students will learn the importance of abiding by the program evaluation standards and evaluator guiding principles. These are fundamental to ensure students complete evaluations with integrity and utility. Students will learn the importance of evaluation theory and the relationship between evaluation theory, program theory, and public health change theories.

Prerequisites

- PHLT 8006 or PHLT 8011

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PHLT 8046 - Grant Writing and Review for Public Health Research

(5 cr.)
In this course, students investigate the multiple funding sources of public health research. Students analyze grant-writing strategies and the advantages and disadvantages of various financing options. Students will be responsible for writing a mock public health grant proposal to support a real-world research topic. In addition, students will be exposed to the grant approval review process and gain experience in grant review and evaluation.

Prerequisites

- PHLT 8006
- PHLT 8011

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
PHLT 8048 - Research and Application of Public Health and Behavior Change Theories

(5 cr.)
This course presents a comprehensive look at public health and behavior change theoretical and conceptual models that apply to public health research and practice. Students review and assess predominant social and behavioral principles at the individual, interpersonal, and community levels. Students learn to integrate knowledge on different public health theoretical and conceptual frameworks, research approaches, methods, values and potential contributions from multiple professions and systems in addressing public health problems. Finally, students learn to apply theories to public health quantitative, qualitative and mixed methods research and practice.
Prerequisites
- RSCH 8310H

PHLT 8051 - Advanced Issues in Global Public Health

(5 cr.)
This course provides an in-depth review and analysis of the leading global health problems, and the primary methods used to measure those problems. Students analyze the social and environmental determinants of global health problems, including urbanization, global industrialization, environmental pollution, and their role in health inequalities within and between populations. In addition, students evaluate population-based approaches to improving global public health, including culturally inclusive and sensitive primary health care, and policies that promote health literacy, health equity and positive social change. Emphasis is placed on strategies to advance inclusion, cultural humility and health equity in public health research, policies and programs. The course takes a cross-disciplinary, ecological approach, enabling students to examine the complex inter-relationships between economic, social and environmental factors, and health.
Prerequisites
PhD in Nursing
- None
PhD in Public Health
- PHLT 8006 or PHLT 8011

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PHLT 8054 - Lifestyle and Chronic Diseases

(5 cr.)
In this course, students explore how lifestyle and related risk factors influence chronic
diseases, also called noncommunicable diseases. Topics include the role of diet, nutrition, physical activity, sleep, stress management, and substance use (tobacco, alcohol, and drug use) on the epidemiology of heart disease, diabetes, cancer, and asthma. Through development of an evidence-based intervention to improve a lifestyle behavior, students evaluate the use of theories of health behavior change, measurement techniques, screening approaches, and prevention of chronic diseases.

**Prerequisites**
- PHLT 8006 or PHLT 8011

◊ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.);1-443-627-7222 (toll)] for more information.

**PHLT 8060 - Dissertation Seminar I**

(1 cr.)
[Under development]

**Prerequisites**
- PHLT 8006 or PHLT 8011

◊ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.);1-443-627-7222 (toll)] for more information.

**PHLT 8062 - Dissertation Seminar II**

(1 cr.)
Dissertation Seminar Course 2 on the *Journey to the Communities of Scholars* represents the preboarding phase of the journey. Students learn how to use the library, develop doctoral-level writing strategies, and write a literature review. Students also examine how social problems drive scientific inquiry.

**Prerequisites**
- PHLT 8060

**PHLT 8064 - Dissertation Seminar III**

(1 cr.)
Dissertation Seminar 3 gives you continued practice developing critical elements of a scientific study. You will examine the characteristics of strong quantitative and qualitative research questions and evaluate conceptual and theoretical frameworks with respect to their alignment with a study. You will engage in an iterative process of developing research questions through peer review and feedback.

**Prerequisites**
- PHLT 8062
- RSCH 8110H
PHLT 8066 - Dissertation Seminar IV

(1 cr.)
[Under development]
Prerequisites
• RSCH 8310H
• PHLT 8064

PHLT 8068 - Dissertation Seminar V

(1 cr.)
[Under development]
Prerequisites
• RESI 8401
• RESI 8402
• PHLT 8066

PHLT 8072 - Communicable Disease Epidemiology♦

(5 cr.)
This course covers principles and methods of communicable disease epidemiology. Topics include history of communicable disease control, infectious disease definitions and terminology, the epidemiologic triad, dynamics of transmission, laboratory diagnosis, outbreak investigations, disease surveillance, immunity, vaccines, and pandemics. Case studies are used to investigate vaccine-preventable diseases, respiratory diseases, sexually transmitted diseases, zoonotic diseases, diarrheal diseases, and antibiotic resistant infections.
Prerequisites
• PHLT 8006 or PHLT 8011

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PHLT 8074 - Environmental and Occupational Epidemiology♦

(5 cr.)
This course provides students with the key health effects of environmental and occupational exposures and the epidemiologic methods used to identify and estimate those effects, including addressing equity-related barriers. Students learn about environmental and occupational exposures (including water and air pollution, food contamination, ionizing radiation, persistent environmental pollutants, and emergent
environmental exposures) and key methodological issues relevant for these exposures in population studies (including study design, exposure assessment and biomonitoring, disease clusters, dose-response relationships, susceptibility, geographic analysis, and evidence synthesis). Students will also learn the major health consequences and increased health risks of climate effects (including injuries, heat-related illness and death, and exacerbations of respiratory and cardiovascular disease).

Prerequisites
- PHLT 8006 or PHLT 8011

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PHLT 8076 - Fundamentals of Mapping and Geographic Information Systems for Public Health

(5 cr.)
This course enables students to acquire, manipulate and effectively display spatial data by introducing principles, methods, and techniques used in public health to help foster decision and policy-making based on the visualization of data. Students will further understand how public health researchers and practitioners can increase the impact of their work by using geographic information systems (GIS) to convey information and synthesize data from multiple sources. Using basic GIS concepts, such as coordinate systems, layering, buffering, joining, merging, and aggregating spatial data, conducting spatial queries, and appropriate visualization of spatial data, students will be able to visualize, analyze, and interpret data in an accessible and useful way.

Prerequisites
- PHLT 8006 or PHLT 8011

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PHLT 8078 - Policy and Law for Environmental and Occupational Health

(5 cr.)
This course will explore the legal and regulatory frameworks for environmental and occupational health both in the United States and select additional countries. The roles of different levels of government in the development of environmental and occupational policies and laws will be addressed through an exploration of historical and contemporary examples. Students will gain experience in evaluation of current laws and regulations and develop strategies for addressing environmental and occupational health issues. Some of the topics covered will include evidence-based decision-making, environmental justice, and the role of climate change in health policy and law.

Prerequisites
- PHLT 8006 or PHLT 8011
Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PHLT 8128 - Biological Foundations of Public Health**

(5 cr.)
This course provides learners with a foundation in the basic science and critical thinking that informs the core areas of public health. Students explore the biological and physical underpinnings of the human body in health and disease states, and they investigate the microbiological, physical, behavioral, and environmental causes of common diseases from a public health perspective.

**Prerequisites**
- PHLT 8006 or PHLT 8011

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PHLT 8270 - Health Informatics and Surveillance**

(5 cr.)
By addressing current trends and future applications in public health research, students develop advanced competency in health informatics and surveillance in this course. The key informatics issues of data standards and integration, vocabularies and data transmission protocols, natural language or text processing, health information technology, surveillance systems, and the application of geographical information systems to situation awareness are addressed. Through surveillance data analysis, students will use trend data to detect and interpret aberrations in person, place, and time trends. Other topics include information architecture, public health records, electronic medical records, electronic health records, health information exchange, and database design, as well as information storage, security, and privacy.

**Prerequisites**
- PHLT 8006 or PHLT 8011

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PHLT 8402 - Applied Leadership and Multicultural Perspectives in Public Health**

(5 cr.)
In this course, students explore various definitions of public health leadership versus public health management. Students apply insights to current and future public health leadership roles, examine the strengths and limitations of the various theories and
models of leadership, and consider which most resonates with their personal leadership philosophy. They reflect on the importance of cultural proficiency, apply a multicultural perspective for leadership in public health, consider negotiation and conflict resolution methods and reflect on the value of diversity in research. Students apply a systems thinking approach to public health leadership, and in doing so analyze their own personal leadership characteristics, values, and behaviors, assessing their own attitudes, beliefs, and implicit bias. They explore the importance of ethical decision making for effective public health leadership, engage in professional development planning, and apply public health leadership theory to design a system-level intervention.

Prerequisites

PhD in Nursing
- None

PhD in Public Health
- PHLT 8006 or PHLT 8011

⚠️ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PHLT 8450 - Community Health Assessment

(5 cr.)
Students in this course cover community health assessment and its application to program planning. They learn to identify and prioritize problems, then assess and utilize community resources to address these problems. Topics include measuring selected determinants of community health status and health services use, classifying community assets, identifying data sources, and applying certain methods to maximize community participation. Students synthesize the results of a community health assessment to create a community diagnosis that serves as the basis for program planning and research design.

Prerequisites
- PHLT 8006 or PHLT 8011

⚠️ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PHLT 8500 - Advanced Biostatistics

(5 cr.)
Students in this course cover the advanced biostatistics methods needed to prepare for conducting future research, as well as for critically reviewing the statistical methods incorporated in public health literature. Students learn to use statistical methodologies such as covariance and repeated measures, longitudinal data analysis, life tables and survival analysis, multiple regression, logistic regression, Poisson regression, and the Cox
proportional hazards regression model. In this course, students use SPSS statistical software for advanced data management, manipulation, analysis, and the use of graphical techniques.

Prerequisites
- RSCH 8210H

PHLT 8520 - Advanced Epidemiological Methods

(5 cr.)
The principles of epidemiologic design, analysis, and interpretation at an advanced level are integrated in this course. Students discuss data sources, assessment of dependent and independent variables, measurement error, confounding, and bias. They explore methodological issues in epidemiology, including factors critical to public health research, such as missing data, intermediate variables, confounding, complex study designs, meta-analysis, and questionnaire design. The concepts and applications in survival analysis, analysis of incidence rates, life tables, and parametric and nonparametric approaches are covered in this course.

Prerequisites
- PHLT 8500

PHLT 8522 - Epidemiological Investigations♦

(5 cr.)
This course introduces epidemiologic methods used to solve health related problems. Students gain knowledge in field epidemiology, surveillance, traceback studies, environmental health assessments, rapid assessments, and contact tracing through case studies of actual epidemiological investigations. Resources that are critical to epidemiological investigations are presented, such as public health laboratories, incident command system, and geographic information systems. Topics will range from Cyclosporiasis and Salmonella, to HIV and COVID-19.

Prerequisites
- PHLT 8006 or PHLT 8011

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PHLT 8560 - Advanced Analysis of Secondary Data♦

(5 cr.)
Through this course, students develop an advanced understanding of statistical and epidemiological methodology and the use of public health and biomedical secondary data sources. Students explore how to design research to make appropriate use of available
secondary data sources. Students also evaluate the strengths and limitations of using secondary data.
Prerequisites
- PHLT 8006 or PHLT 8011

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PHLT 8702 - Environmental and Occupational Exposure Measurement and Assessment

(5 cr.)
This course provides students with a thorough understanding of the steps and key considerations involved in designing and conducting an exposure assessment, mainly in the context of epidemiological investigation and health risk assessment. Students will acquire scientific knowledge of sources of exposure, exposure measurement and assessment, and prevention and mitigation of hazardous environmental exposure. Topics include basic concepts of exposure science, types and sources of environmental agents that people are exposed to, exposure measurement and assessment methods, and emerging environmental exposure issues.
Prerequisites
- PHLT 8006 or PHLT 8011

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PHLT 8704 - Environmental and Occupational Toxicology

(5 cr.)
In this course, students will explore the principles of toxicology from an environmental and occupational public health context. This course will emphasize an examination of the risks associated with exposure to various toxicants within both environmental and occupational settings, as well as the toxicology of major organ systems; the health effects of categories of toxins; and review of toxicological testing types. As a result of this course, students should be able to explain potential routes of exposure for various toxicants and measurement of adverse effects of exposure. Students will also be able to communicate toxicological characteristics to educate populations, change behavior, and drive social change.
Prerequisites
- PHLT 8006 or PHLT 8011

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
PHLT 9005 - Dissertation Prospectus

(5 cr.)
A doctoral capstone (e.g., dissertation, project study, etc.) is required in the final phase of a student's doctoral journey, after meeting the requirements for doctoral candidacy. During the capstone course sequence, students integrate their program of study into an in-depth exploration culminating in the completion of a doctoral research study. Students complete the study independently, with the guidance of a capstone committee, and following the process guidance in the Doctoral Degree Coach.

The first stage of capstone development is the prospectus. The doctoral prospectus is a brief document that provides preliminary information about the capstone research. It serves as the tentative plan for developing the proposal and is evaluated to ensure doctoral-level work (e.g., feasibility, alignment, etc.) by the committee chair, second committee member, and a program-level designee. Program-level approval is required to progress to the proposal.

Prerequisites

- All required coursework
- Residencies 1, 2, and 3 (RESI 8401, and RESI 8402, and RESI 8403)

PHLT 9015 - Dissertation Proposal

(5 cr.)
A doctoral capstone (e.g., dissertation, project study, etc.) is required in the final phase of a student's doctoral journey, after meeting the requirements for doctoral candidacy. During the capstone course sequence, students integrate their program of study into an in-depth exploration culminating in the completion of a doctoral research study. Students complete the study independently, with the guidance of a capstone committee, and following the process guidance in the Doctoral Degree Coach.

The second stage of capstone development is the proposal. The doctoral proposal consists of the first few chapters or sections of the capstone and an APA-Style reference list. The proposal presents a detailed plan of the proposed research and describes a specific problem, the related literature, and the intended research methodology. The proposal is evaluated to ensure doctoral-level work (e.g., exhaustive review of literature, alignment, etc.) by the committee chair, second committee member, and a university research reviewer. Students complete an oral defense, and the Proposal Stage culminates with the research ethics review process. IRB approval is required to progress to the final study.

Prerequisites

- Dissertation prospectus (PHLT 9005)

PHLT 9025 - Dissertation Final Study
A doctoral capstone (e.g., dissertation, project study, etc.) is required in the final phase of a student's doctoral journey, after meeting the requirements for doctoral candidacy. During the capstone course sequence, students integrate their program of study into an in-depth exploration culminating in the completion of a doctoral research study. Students complete the study independently, with the guidance of a capstone committee, and following the process guidance in the Doctoral Degree Coach.

The last stage of capstone development is the final study. After the IRB application has been approved, students conduct their research, collect and analyze data, report findings, and draw conclusions. With the guidance of the committee, students write the remaining chapters or sections of the capstone as well as the document abstract. The final study is evaluated to ensure doctoral-level work (e.g., accurate results, alignment, etc.) by the committee chair, second committee member, and a university research reviewer. Students complete the form and style review process and an oral defense. The final study stage culminates in the chief academic officer (CAO) designee review process and CAO approval is required for capstone completion.

Prerequisites
- Dissertation proposal (PHLT 9015)

**PHSC 1001 - Earth Science**

(5 cr.)
 Students are introduced to the major concepts in astronomy, meteorology, and geology with selected examples of interrelationships in this course. Students explore Earth's air, water, and physical processes as they shape the physical world. They engage in assignments that emphasize the relationship of the study of Earth sciences to the world in which they live, such as an evaluation of the world's energy and environmental problems. Through such assignments, students develop an understanding of fundamental scientific principles. They also gain the knowledge needed to understand and express major issues that affect the health of their community. Additionally, students develop an appreciation for the natural processes that occur on Earth and how they impact and affect the natural world.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PHSC 1001C - Earth Science**

(5 cr.)
 Students are introduced to the major concepts in astronomy, meteorology, and geology with selected examples of interrelationships in this course. Students explore Earth's air, water, and physical processes as they shape the physical world. They engage in assignments that emphasize the relationship of the study of Earth sciences to the world
in which they live, such as an evaluation of the world's energy and environmental problems. Through such assignments, students develop and demonstrate an understanding of fundamental scientific principles. They also gain the knowledge needed to understand and express major issues that affect the health of their community. Additionally, students develop an appreciation for the natural processes that occur on Earth and how they impact and affect the natural world.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.);1-443-627-7222 (toll)] for more information.

**PMGT 3000 - Project Management Strategies**

(5 cr.)
Organizational leaders face significant challenges in meeting strategic objectives, given the global nature and inherent complexity of today's business environment. Students in this course are introduced to project management, an organizational structure and business model for attaining strategic goals. Students in this course focus on the project management body of knowledge and trends in project management. Topics include defining the difference between project and operational management; the management of cost, schedule and quality; the project charter; and the project management plan.

Prerequisites
- BUSI 1002

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.);1-443-627-7222 (toll)] for more information.

**PMGT 3001 - Project Management Methods I**

(5 cr.)
As a business practice, project management helps organizations with a structured approach to accomplishing work and meeting strategic goals. More and more organizations now manage by projects and, as a result, the profession of project management has gained prominence. Students in this course focus on the latest concepts in project management and can gain the knowledge and skills needed to successfully manage projects as a project management professional. Topics include the major Project Management Knowledge Areas: Scope, Time, Cost, Risk, and Quality Management.

Prerequisites
- PMGT 3000

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.);1-443-627-7222 (toll)] for more information.

**PMGT 4001 - Project Management Methods II**
Companies now recognize the value of project management as a way to achieve greater organizational performance. Project success certainly depends on the proper application of project management tools and techniques. At the same time, the managerial skills of the professional project manager are equally or perhaps even more important. Students in this course focus on the soft skills that a professional project manager needs to effectively manage and communicate with internal and external project stakeholders. Topics include project management knowledge areas covering Human Resource, Procurement, Communications, and Stakeholder Management.

Prerequisites
- PMGT 3001

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

POLI 1001 - American Government and Politics

The air we breathe, the water we drink, and the protection of our lives and property all are affected by the actions of local, regional, and national levels of government. In this course, students learn about the workings of the American government and the roles, rights, and responsibilities of citizens. Students explore the constitutional foundations and major institutions of American government demonstrated through the executive, legislative, and judicial branches. They engage in a range of assignments, such as an analysis on Supreme Court decisions, to gain an understanding of how the U.S. government functions, including the roles of political parties, elections, voting, and interest groups, as well as how the United States formulates and implements public policy.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

POLI 1001S - American Government and Politics

The air we breathe, the water we drink, and the protection of our lives and property all are affected by the actions of local, regional, and national levels of government. In this course, students are introduced to the workings of the U.S. government and the roles, rights, and responsibilities of citizens. Students explore the constitutional foundations and major institutions of U.S. government demonstrated through the executive, legislative, and judicial branches. They engage in a range of assignments, such as an analysis of Supreme Court decisions, to gain an understanding of how the U.S. government functions, including the roles of political parties, elections, voting, and interest groups, as well as how the United States formulates and implements public
Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**POLI 1099 - Divisions of Government**

(1 cr.)
In this course, students study the three essential components of the system of government in the United States and also explore the fascinating and vast world of the federal bureaucracy and the role of state and local governments. Grounding themselves in this knowledge not only helps students be better informed about the concepts, principles, and processes related to the divisions of government in the United States but also become a more effective advocate for positive social change efforts.

*Note:* Students who have previously taken POLI 1001 - American Government will not receive credit for this course.

**PPPA 7201 - Strategic Planning: Collaboration, Cooperation, and Coordination**

(5 cr.)
In an increasingly complex world, leaders and managers in public, private, and nonprofit organizations need to be strategic in planning and creating effective, collaborative programs and services. This course explores the role and process of strategic planning with an emphasis on collaboration, cooperation, and coordination within and among organizations. Students apply these concepts to real-life situations and organizations.

**Prerequisites**
- EDUC 7311

**PPPA 7202 - Ethics and Social Justice**

(5 cr.)
Ethics is a fundamental element of leadership. In this course, students consider some of the leading philosophical bases of ethics as well as foundational social justice themes upon which public service rests. Seminal texts and case studies used to illuminate the tasks leaders face as they seek to serve diverse constituents. Students confront the challenge of ethical decision making and moral action in a world characterized (among other things) by economic disparity, power imbalances, social privilege, and division due to race and/or religion. Applying concepts presented in the course, students engage in an in-depth assessment of emerging or persistent ethical and social justice issues, with the objective of demonstrating an ability to make recommendations which lead to positive social change.

**Prerequisites**
- EDUC 7311
PPPA 8000 - Foundations of Doctoral Study

(1 cr.)
Students taking this course are introduced to Walden University and the requirements for successful participation in a doctoral program in an online learning environment. Students are also provided with a foundation for academic and professional success as a scholar-practitioner and social change agent. Course assignments focus on the practical application of critical reading and thinking, scholarly writing, and academic integrity. Students also become familiar with Walden's library, scholarly resources, and APA Style rules.

PPPA 8000i - Foundations of Doctoral Studies for International Students

(1 cr.)
Students taking this course are introduced to Walden University and the requirements for successful participation in a doctoral program in an online learning environment. They are also provided with a foundation for academic and professional success as a scholar-practitioner and social change agent, from an international student perspective. Course assignments focus on the practical application of critical reading and thinking, scholarly writing, and academic integrity, addressing themes and issues that are most relevant to international students or students who live and work outside the United States. Students also become familiar with Walden's library, scholarly resources, and APA Style rules.

PPPA 8004 - Foundations in Doctoral Studies

(3 cr.)
Students in this course are introduced to Walden University and to the requirements for successful participation in an online doctoral program and learning environment. Students work toward building a foundation for academic and professional success as scholar-practitioners and social change agents. They assess the relationship of mission and vision to professional goals and develop best practices and strategies for online success. Students also explore resources used throughout the program, such as the online Walden University Library, the Writing Center, and other Walden academic centers. Students engage in course assignments focused on the practical application of scholarly and professional writing, critical thinking, and the promotion of professional and academic excellence as they relate to practice in public policy and administration.

PPPA 8004I - Foundations in Doctoral Studies

(3 cr.)
Students in this course are introduced to Walden University and to the requirements for successful participation in an online doctoral program and learning environment. Students work toward building a foundation for academic and professional success as
scholar-practitioners and social change agents. They assess the relationship of mission and vision to professional goals and develop best practices and strategies for online success. Students also explore resources used throughout the program, such as the online Walden University Library, the Writing Center, and other Walden academic centers. Students engage in course assignments focused on the practical application of scholarly and professional writing, critical thinking, and the promotion of professional and academic excellence as they relate to practice in public policy and administration.

**PPPA 8101 - Critical Issues in Emergency Management**

(5 cr.)
Students in this course examine the theories and concepts underpinning contemporary emergency management and how to understand the phenomena of natural and human-caused disasters. Students examine the historical context of emergency management, the general process of risk assessment, the emergency management cycle, communications within emergency management and crisis planning, and the general policy and legal framework surrounding the process of emergency management in the United States with a focus on the National Incident Management System (NIMS). Case studies of major catastrophes are used to explore contemporary and practical hazard management. Students can complete the FEMA Emergency Management Institute courses IS-100.b - Introduction to Incident Command System and either IS-800.b - National Response Framework: An Introduction or IS700.a - National Incident Management System as part of this course. Nationally recognized certificates are awarded for successful completion of FEMA courses.

* Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PPPA 8104 - Intellectual Traditions and Theoretical Foundations of Public Policy and Administration**

(5 cr.)
In this course, students explore the underlying theories, history, and literature (the "great writers") that provide a foundation for current studies in public policy and administration. In addition to providing foundational concepts, perspectives, and values that enhance critical thinking and an understanding of the field, the course content provides examples of theories that will help students identify relevant frameworks for their dissertation. Students will be exposed to classical and modern thought and events in public policy and administration that have resulted in seminal literature in the field. Topics include governance, economics, decision-making, politics, leadership, and public policy trends. In addition, students consider their roles as public administrators in promoting social responsibility. This course provides a bridge for students to the rest of their coursework in the PPPA curricula, throughout their dissertations, and into their futures as scholar-practitioners.
Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PPPA 8111 - Leadership and Organizational Change♦

(5 cr.)
Successful organizations in a rapidly changing and complex world require leaders who embrace change and are able to engage others in change. In this course, students use traditional literature, current articles, and interactive media to explore the qualities, characteristics, and skills of effective leaders as well as the theories, models, and relationships between leadership and organizational change. They assess the ethical issues and standards as well as the opportunities and challenges related to leading diverse organizations through change. Students also examine how current leaders employ leadership and organizational change to contribute to social change, and they consider how to use these lessons to make further positive changes within an organization or their own community.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PPPA 8112 - Governance and Public Policy♦

(5 cr.)
Students in this course engage in an in-depth analysis of how societies are governed and how public policies are formulated, evaluated, adjudicated, and implemented. Students examine governance and public policy from theoretical and practical perspectives using ancient and classical voices as well as more modern and critical literature. Advanced techniques and research tools for policy analysis are used to illustrate various contemporary policy issues. With the aid of these techniques and research tools, students develop a policy plan to address a significant public policy concern or social issue of personal interest. Students also explore their future role in the field of public policy and administration.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PPPA 8115 - Writing a Quality Prospectus

(5 cr.)
Students in this course acquaint themselves with the format and requirements of the PhD Prospectus Form and begin working on the components of their prospectus. The Prospectus Form is a formal document and is the first step in completing a dissertation. The prospectus articulates the initial plan for a proposed study and is intended to provide the dissertation committee with enough information to determine the viability of the study.
The emphasis in this class is on the iterative development and alignment of all elements of the prospectus. Students explore the research literature related to their topic to distinguish between a social problem and a research problem and to identify a gap in the research literature; describe the specific research problem the proposed study will address and why it is appropriate for a dissertation; formulate a clear research question(s); and identify a study methodology and theoretical framework to ground the study.

The draft Prospectus Form students produce in this course should not be considered a final product that is ready for approval. Once registered for PPPA 9000 - Dissertation Research, students work with their chair and committee member to refine and finalize the Prospectus Form.

Prerequisites

- RSCH 8210P

Note: In addition to the prerequisites for this class, it is expected that students will have assembled and have available a list of peer-reviewed articles relevant to their potential research topic as part of their previous academic studies. Students will add to this collection as this course and all future dissertation work proceeds.

PPPA 8137 - The Nature of Crime and Criminology

(5 cr.)
Students in this course are introduced to contemporary views and theories of maladaptive and criminal behavior. They examine a broad conceptualization of criminal behavior from an interdisciplinary perspective as well as theories and application of criminal profiling. Students also explore specific views of criminal behavior germane to groups, such as psychopaths, serial offenders, and sexually violent predators. At the end of this course, students will have an understanding of the theories and practices that are the foundations of the field of criminology.

◆ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PPPA 8201 - Risk Assessment, Preparedness, and Disaster Mitigation

(5 cr.)
Risk assessment and mitigation are key components to effective emergency management and all-hazard planning and response. Students in this course focus on the methods and techniques required to assess an organization or government's risk associated with the protection of human life and capital assets. They study ways to evaluate the social vulnerabilities to disaster and the special needs of at-risk populations, and they explore methods to reduce vulnerabilities and build capacity through structural and nonstructural mitigation. Additionally, students complete the FEMA Emergency
Management Institute course IS-393.a: Introduction to Hazard Mitigation as part of this course.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PPPA 8204 - Fundamentals of Mapping and Geographic Information Systems

(5 cr.)
Students in this course are introduced to the fundamentals of mapping with geographic information systems. Through course readings and activities, students build an understanding of geospatial data assembly and manipulation, as well as the principles of cartographic design.

PPPA 8205 - Spatial Analysis and Modeling

(5 cr.)
In this course, students are introduced to advanced geospatial data processing and analysis through a combination of readings and computer exercises. Topics include advanced feature and attribute editing, spatial database queries, basic geoprocessing of both raster and vector data, and geospatial model building.

PPPA 8206 - GIS Research Methodology

(5 cr.)
Students gain familiarity with the tools and methods of research in geographic information systems by developing an intensive GIS project to solve a practical problem of student interest under guidance from the instructor.

PPPA 8215 - Controversies in Criminal Justice♦

(5 cr.)
Justice is at the heart of the U.S. democratic system, yet opposing viewpoints surrounding and within the system often muddle interpretations of the law and the development of policies to promote and enforce justice. In this course, students examine events that have significantly changed how the legal system interprets the U.S. Constitution, the U.S. Code, and the U.S. Patriot Act, for example, the terrorist acts of September 11, 2001. They learn how social and historical changes have shifted perspectives and sparked debates on expanding the rights of government versus safeguarding personal civil rights and civil liberties. Through discussion with peers, assessment of contemporary articles, and examination of Supreme Course cases, students have the opportunity to reflect on and potentially broaden their own opinions and perspectives on current criminal justice affairs in regard to issues of law enforcement, public perception, policy development, and ethics.

Students may take this as a non-degree course, which means they do not have to be enrolled in a
PPPA 8217 - Technological Solutions and 21st-Century Crime

(5 cr.)
In consideration of modern technological innovation and the spread of knowledge through digital means, the relationship between technology and criminal activity is increasing. In this course, students explore this relationship and gain a comprehensive view of cyber crime, including current trends. They learn how law enforcement agencies use technology to track and apprehend criminals. Through real-world scenarios, students examine legal responses to cyber crime and learn different approaches and techniques for solving cyber crimes and handling related challenges. Students also have the opportunity to gain a comprehensive understanding of building cases and prosecuting crimes through practical exercises in identification, data mining, and the protection and gathering of evidence.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PPPA 8301 - Disaster Response and Recovery

(5 cr.)
A major concern of disaster response professionals is meeting basic and humanitarian needs of disaster-affected populations. In this course, students explore a range of issues, including evacuation, relocation, and tactical and strategic decisions in the immediate aftermath of an emergency episode. Students study important federal policies related to disaster response and recovery, including the National Response Framework (NRF), and they can gain an understanding of how local, state, and federal policies mesh in response and recovery efforts. Through their exploration, they study how recovery begins once the immediate threat of the emergency wanes and the focus shifts to restoring disaster-affected areas. As part of this course, students complete the FEMA Emergency Management Institute course IS208.a: State Disaster Management.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PPPA 8320 - Public Policy Implications of Terrorism Legislation and Policies

(5 cr.)
Students in this course are provided with the opportunity to develop a broad perspective on the history of the U.S. Patriot Act, terroristic legislation and immigration laws, and their policy implications on law enforcement, governmental entities, organizations, and individuals. Students gain a foundation to build the skills that public administrators and public policy analysts use to draft and implement public policy and enforce and/or respond to potential terroristic threats while simultaneously upholding
and protecting constitutional freedoms. Students examine topics through a wide variety of resources, including contemporary texts, websites, case studies, and material representing international, national, and local governments and organizations. They critically review and analyze the U.S. Patriot Act and similar terroristic legislation and policies, and they participate in discussions about these laws and their implications on U.S. constitutional freedoms.

**PPPA 8321 - Terrorism: A Systemic Approach for Emergency Preparedness**

(5 cr.)
Terrorism continues to be a constant threat to the American public, facilitating the need for accurate information, organized resources, and established approaches to respond to emergencies and keep the public informed. Students in this course examine terrorism and related public policy on a local, national, and international level. They also assess the need and function of systemic approaches for emergency preparedness. Students explore and discuss topical issues, such as terrorism and public health, bioterrorism, biosecurity, cyber terrorism, risk assessment, implications for public health, and components of a systemic preparedness infrastructure. Using analytic skills and tools, students assess recommendations that policy makers use in decisions to prevent or respond to terrorism. They also gain hands-on experience initiating the development and/or analysis of a terrorism-preparedness infrastructure.

**PPPA 8322 - Critical Incident Planning and Leadership**

(5 cr.)
Who is responsible for emergency management, and what elements should be included in an emergency management plan? Students in this course have the opportunity to answer such questions as they examine the principles of emergency planning, selection of leaders, specialized planning (e.g., schools, tourism), mutual aid, and leadership theories. Students analyze case studies, identifying weaknesses in current methods as well as potential solutions. Through this analysis, students develop new strategies and perspectives in regard to responding to and planning for critical incidents. Public administrators or students planning to enter the field of public administration build a basic foundation to develop a critical incident plan and to gain a thorough understanding of leadership models and methods.

**PPPA 8330 - Holding Up the Mirror: Understanding Different Cultures and Increasing Global Consciousness**

(5 cr.)
Professionals in all areas of public policy and administration work with individuals and organizations of different cultures on a daily basis; therefore, global consciousness is vital to effective communication and interaction in the field. In this course, students explore and analyze the cultural values and styles of communication, reasoning, and leadership
unique to their home culture. Students apply these concepts to better understand the people, values, and policies of other cultures. They also identify and become familiar with challenges that American nonprofit organizations face as they work internationally or cross-culturally within the United States. Sharpening critical-thinking skills, students research and assess an organization within their own community that has international links; through this assessment, students gain further awareness of different cultures and the importance of cross-cultural ties.

Prerequisites
- A course or direct experience in nonprofit management is strongly advised.

**PPPA 8331 - Crossing Borders: U.S. and International NGO Organizational Cultures and Environments**

(5 cr.)
In this course, students study in depth the cultures, structures, and activities of NGOs in select countries and compare their activities, organizational cultures, structures, and working environments with nonprofits in the United States.

Prerequisites
- A course or direct experience in nonprofit management is strongly advised.

**PPPA 8332 - Placing NGOs in the Global Context**

(5 cr.)
Modern public policy and administration professionals use knowledge of international culture to understand the operations and structure of nongovernmental organizations (NGOs) in different countries, thus leading to well-informed, globally responsible decisions. In this course, students engage in a comprehensive study of the cultures, structures, and activities of NGOs in select countries. Students compare the activities, organizational cultures, structures, and working environments of these countries with nonprofit organizations in the United States. Through discussions, research, and topical writing assignments, students identify and assess the values, actions, and beliefs of a selected culture to gain an in-depth understanding of that culture's voluntary or NGO environment.

Prerequisites
- A course or direct experience in nonprofit management is strongly advised.

**PPPA 8350 - Historical and Contemporary Issues in Criminal Justice**

(5 cr.)
Decision- and policymakers must possess a fundamental understanding of crime theory, including the history of crime development, to be able to address knowledgeably and effectively modern issues of crime. In this course, students explore the evolution of
crime and punishment, including lone criminals to worldwide syndicates, using the scientific rigor built into selected readings, peer discussions, and practical assignments. They examine the philosophy of community- and problem-oriented policing, transnational crime, terrorism, and the new nexus between them. Employing quantitative and qualitative research methods, students continue their assessment of contemporary issues of crime. They also learn to use existing information to consider new methods of addressing crime. In this course, students who are current leaders or those hoping to enter a leadership role will acquire a framework upon which to build the knowledge and depth of understanding to assess and manage the opportunities, innovations, and challenges in their profession.

**PPPA 8351 - Policy Analysis in the Criminal Justice System**

(5 cr.)
Criminal justice professionals must understand the various factors that influence the development of criminal justice policy, and how to evaluate whether existing policy meets its objectives. In this course, students will examine the principles of policy analysis and the role that scientific information plays in the development of criminal justice policy. Topics explored include policing, corrections, and sentencing; juvenile justice; the relationship among drugs, race, and crime; deterrence as a crime control policy; and the use of public registries. Through further analysis of criminal justice policies, students determine how these policies have changed over time, gaining insight into possible future trends of policy development and analysis.

**PPPA 8352 - Leadership: Putting Theory Into Practice in Criminal Justice Administration**

(5 cr.)
There are many challenges plaguing the criminal justice system, from economic hardship to growing threats of terrorism. Leaders in the system must be adept in problem-solving, and they must possess the ability to think critically and proactively. Through this course, students are introduced to the problems that currently confront the criminal justice system administration as well as problems predicted for the future. Students prepare to lead efforts to address these challenges by engaging in practical assignments focusing on powerful models for strategic, critical, and reflective thinking. Students also engage in discussions about the major components of effective justice administration, including organizational thought and theory, leadership, human capital, policy development and implementation, and collaboration with other public safety and community organizations.

**PPPA 8360 - Public Safety Issues**

(5 cr.)
In consideration of technological innovation, terrorism, and other modern factors,
threats to the American public are changing, thus requiring professionals who have the ability to identify, plan for, and mitigate crime and disaster incidents. In this course, students examine foundational public safety concepts and investigate issues faced by public safety agencies and personnel at the local, state, and national level, including police and sheriff, emergency medical, fire services, and related organizations. They explore and discuss the ways in which public safety organizations communicate and coordinate and learn why effective interaction is vital to emergency management. They also gain practical experience employing tools used by public safety professionals, such as a public safety constituency matrix, through which students assess competing demands on the various agencies. In this course, students work toward gaining the skills needed to anticipate the needs of various constituents to develop effective public safety initiatives.

**PPPA 8361 - Managing Public Safety Organizations**

(5 cr.)
Public safety leaders are responsible for finding solutions to major issues confronting their community and organizational operating systems through research, analysis, planning, and decision making. In this course, students assess these tools and solutions to learn the intricacies of managing public safety organizations. They engage in written assignments and discussions on a variety of topics, such as systems approaches, environmental analyses, contingency planning, implications for change, coordination, and controls. Students learn ways to apply classic business management techniques and leadership principles to public safety operations. They also apply concepts presented in the course to the development of solutions and alternatives to varied situations confronting public safety managers.

**PPPA 8380 - Policy and Politics in American Political Institutions**

(5 cr.)
Students in this course are introduced to the crafts of policymaking and policy analysis in the U.S. democratic system. Students examine the tasks involved in the policy process, including setting agendas, using policy analysis tools, managing the political process, implementing policy, and providing evaluations and feedback. Through this analysis, students develop the skills necessary to conduct policy and economic analyses as well as to determine the political feasibility of proposed policies. They learn about regulation as a policy choice. They also work toward enhancing their ability to develop alternatives and to assess strategies proposed to achieve certain policy objectives. Students engage in scholarly writing assignments and discussions on policy areas of interest, such as communications, immigration, transportation, housing, labor, arts, and environmental policies.

**PPPA 8381 - Public Policy and Evaluation**
There are a variety of tools available to policymakers and policy analysts to evaluate the impact of social programs. In this course, students examine these tools and work toward gaining the skills needed to develop plans for evaluation and to assess social programs effectively. Students engage in discussions and assignments designed to provide practical application of content on a variety of topics, such as selecting programs to evaluate, crafting program descriptions, identifying stakeholders and their interests, developing logic models, framing evaluation questions, applying utilization-focused evaluation techniques, using quantitative and qualitative tools to complete formative and summative evaluations, and providing evaluation reports and feedback to decision makers. Using concepts presented in the course, students gain hands-on experience developing an evaluation design for a social program.

**PPPA 8382 - Public Policy and Finance**

There are a variety of tools available to policymakers and policy analysts to evaluate the impact of social programs. In this course, students examine these tools and work toward gaining the skills needed to develop plans for evaluation and to assess social programs effectively. Students engage in discussions and assignments designed to provide practical application of content on a variety of topics, such as selecting programs to evaluate, crafting program descriptions, identifying stakeholders and their interests, developing logic models, framing evaluation questions, applying utilization-focused evaluation techniques, using quantitative and qualitative tools to complete formative and summative evaluations, and providing evaluation reports and feedback to decision makers. Using concepts presented in the course, students gain hands-on experience developing an evaluation design for a social program.

**PPPA 8390 - Strategic Context of Public Management and Leadership**

Students in this course engage in a collaborative study of the changing strategic context of public administration. Students apply a systems perspective to construct a public enterprise “mental” model of a public organization to understand the strategic context for practical action and the stakeholder relations involved. Students demonstrate their knowledge of the interrelated flows of money, knowledge, and influence, as they weave these elements in their model. They engage in readings and practical assignments that emphasize management and leadership in a time of unprecedented and unpredictable change. Students also work toward developing professional-action habits for pragmatic-action learning in the practice of public administration.

**PPPA 8391 - Transformative Change in a Shared-Power World**
Students in this course are engaged in a collaborative study of the nature and methods of transformative change in the complex human systems of contemporary public organizations. Students explore and employ a pragmatic-action-learning process for studying the experience of transformative change in complex systems. They examine the dynamics of complex adaptive systems to gain an understanding of how large-scale and highly interrelated human systems change through self-organization. Students explore and apply appreciative inquiry and other selected methods of transformative change to a positive organizational-change situation of personal interest. They also have the opportunity to develop professional-action habits for pragmatic-action learning in the practice of public administration.

PPPA 8392 - The Language of Leadership

In today’s complex environment, leaders engaged in shaping public policy must know how to use the emotional as well as the intellectual power of language to motivate, inspire, and competently manage their organizations. In this course, students examine techniques, such as effective communication, used in dynamic leadership that affect conscious and unconscious influences on human behavior. Through discussions, group assignments, and individual projects, students apply theoretical and practical course content to demonstrate the necessary components for making effective human connections. Students also learn why stories, symbols, and metaphors are essential elements in the language of leadership.

PPPA 8401 - Public Health Leadership and Systems Thinking♦

In this course, students explore leadership models and theories, the core principles of public health leadership, and the application of systems thinking to public health. They examine how to create strategies and solutions that efficiently utilize public health and healthcare resources. Students also discuss descriptive and prescriptive systems, focusing on the application of these processes to current public health issues and challenges at the organizational and community levels.

♦Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.);1-443-627-7222 (toll)] for more information.

PPPA 8405 - Ethics and Social Justice♦

Ethics is a fundamental element of leadership. In this course, students consider some of the leading philosophical bases of ethics as well as foundational social justice themes upon which public service rests. Seminal texts and case studies used to illuminate the tasks leaders face as they seek to serve diverse constituents. Students confront the
challenge of ethical decision making and moral action in a world characterized (among other things) by economic disparity, power imbalances, social privilege, and division due to race and/or religion. Applying concepts presented in the course, students engage in an in-depth assessment of emerging or persistent ethical and social justice issues, with the objective of demonstrating an ability to make recommendations which lead to positive social change.

**Prerequisites**

- MMPA 6116, NPMG 6116, PPPA 8000, PPPA 8000i, MMPA 6200, NPMG 6200, CRJS 6000, CRJS 6002, HUMN 8000, or HLTH 8003

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PPPA 8420 - Health Economics♦**

(5 cr.)
Students in this course examine the application of economic principles to healthcare managerial decision making regarding the amount, structure, and distribution of healthcare resources and services. Because of the complexity and uncertainty of the healthcare system, as well as the scope of resources consumed by health and health-related organizations, managers must appreciate the economic implications of decisions regarding allocation of resources. Students advance their knowledge of economic principles as reflected in the population demand for health; the demand for healthcare and medical care; the supply of health organizations and practitioners; the role of insurance, moral hazard, and adverse selection; the practice of cost-shifting; the structure, competitive nature, and dynamics of markets; differing objectives of for-profit and non-profit organizations; variation in consumer access to and utilization of services; roles of uncertainty and information asymmetry; strategies for consumer cost-sharing; and the challenges healthcare organizations face in the pricing, production, allocation, and distribution of health and medical services. Special attention is devoted to understanding how health services differ in a variety of competitive markets.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PPPA 8431 - Finance and Budgeting for the Public Sector♦**

(5 cr.)
Sound financial practices are crucial to managing scarce funds in both public and nonprofit operations. Students in this course examine finance and budgeting concepts, policies, and practices related to organizations as well as the fiscal climate within which they operate. They assess theories for motivating major fiscal-policy debates, and they explore and discuss auditing practices, tax systems, financial management, budgetary reform, financial technology systems, the use of dashboards for financial reporting, and
the impact of globalization on finance and budget. Students read and analyze budgets, financial statements, and reports. They contextualize their learning as they apply knowledge gained from their analysis to develop a new budget and financial plan for either a public or private organization.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PPPA 8465 - Strategic Planning: Collaboration, Cooperation, and Coordination

(5 cr.)
In an increasingly complex world, leaders and managers in public and nonprofit organizations plan strategies to fulfill the organizational mission and enhance stakeholder satisfaction. Students in this course explore the role and process of strategic planning, including collaboration, cooperation, and coordination. They also examine the benefits, challenges, and pitfalls of strategic planning, in addition to the impact of globalization. Students apply these concepts to real-life scenarios and develop a strategic plan for a nonprofit or public organization.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PPPA 8540 - Strategic Planning, Management, and Leadership in a Global Context

(5 cr.)
Public policy implementation can take place in various types of organizations. In this course, learners engage in a collaborative study of strategic planning, management, and leadership in the context of public and nonprofit organizations. Students in this course identify, analyze, and evaluate the intricate relationships between strategic planning, management, and leadership from an international perspective. Students connect three key institutional elements: thinking, acting, and leading strategically. Students apply a management systems approach as they develop, adopt, manage, and lead a strategic plan for an international public or nonprofit organization or with an international focus. Students will understand the strategic context for practical decision making for international public and nonprofit organizations, emphasizing the central role of the environment in the strategic planning process. Students are offered a hands-on approach in this course that tests their ability to make effective and timely management and leadership decisions in complex and uncertain conditions.

PPPA 8540i - Strategic Planning, Management, and Leadership in a Global Context

(5 cr.)
Public policy implementation can take place in various types of organizations. In this course, learners engage in a collaborative study of strategic planning, management, and leadership in the context of public and nonprofit organizations. Students in this course
identify, analyze, and evaluate the intricate relationships between strategic planning, management, and leadership from an international perspective. Students connect three key institutional elements: thinking, acting, and leading strategically. Students apply a management systems approach as they develop, adopt, manage, and lead a strategic plan for an international public or nonprofit organization or with an international focus. Students will understand the strategic context for practical decision making for international public and nonprofit organizations, emphasizing the central role of the environment in the strategic planning process. Students are offered a hands-on approach in this course that tests their ability to make effective and timely management and leadership decisions in complex and uncertain conditions.

PPPA 8541 - Sustainable Development for Global Communities

(5 cr.)
Effective community leaders must be familiar with a wide range of tools, strategies, and skills to create sustainable communities. In this course, students examine these elements to learn how leaders build capacity for community change; assess community needs and resources; create community visions; promote stakeholder interest and participation; analyze community problems; and carry out practices and interventions to improve sustainability in communities. They also explore sustainability frameworks and models, and they apply these and other concepts presented in the course to develop a proposal for sustainable community development, focusing on community assessment, stakeholder involvement, and development planning.

PPPA 8541i - Sustainable Development for Global Communities

(5 cr.)
Effective community leaders must be familiar with a wide range of tools, strategies, and skills to create sustainable communities. In this course, students examine these elements to learn how leaders build capacity for community change; assess community needs and resources; create community visions; promote stakeholder interest and participation; analyze community problems; and carry out practices and interventions to improve sustainability in communities. They also explore sustainability frameworks and models, and they apply these and other concepts presented in the course to develop a proposal for sustainable community development, focusing on community assessment, stakeholder involvement, and development planning.

PPPA 8542 - Transformative Change in a Global Environment

(5 cr.)
Students in this course are engaged in a collaborative study of the nature and methods of transformative change in the complex human systems of contemporary public organizations. Students explore and employ a pragmatic-action-learning process for studying the experience of transformative change in complex systems. They examine the
dynamics of complex adaptive systems to gain an understanding of how large-scale and highly interrelated human systems change through self-organization. Students explore and apply appreciative inquiry and other selected methods of transformative change to a positive organizational-change situation of personal interest. They also have the opportunity to develop professional-action habits for pragmatic-action learning in the practice of public administration.

**PPPA 8740 - Disaster, Crisis, and Trauma**

(5 cr.)
There is no shortage of natural and human-made disasters, such as war, violence, genocide, and terrorist activities. Individuals and communities impacted by such disasters often need assistance from professionals who understand the social, cultural, and psychological complexities of crisis and trauma. Students in this course investigate how these incidents impact the psychology of individuals and groups. They assess traditional and current literature and complete practical exercises to learn about theories of trauma; actions and behaviors following a disaster; stress, coping, and adjustment difficulties; psychological disorders (e.g., post-traumatic stress disorder); and available resources to deal with trauma. Considering the various ways crisis professionals can promote positive social change, students devote special attention to the importance and development of culturally appropriate, service-delivery programs and interventions for individuals affected and traumatized by disasters.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**PPPA 8741 - Psychology of Terrorism**

(5 cr.)
Many sources define terrorism as a type of psychological warfare, as it induces fear and feelings of vulnerability. Therefore, professionals need to understand all aspects of terrorism to help prevent further terrorist acts and respond to victims who have been affected psychologically. Students in this course explore terrorism from a psychological perspective. They examine types of terrorism; contributing factors related to the development of terrorists and terrorist organizations; counterterrorism agencies and laws; the impact of terrorist events on individuals, families, and communities; prevention, intervention, and postvention with survivors; media coverage of terrorist events; human rights and ethical issues; and future trends related to the psychology of terrorism. Students also examine the threat of terrorism in their own community and evaluate the potential impact. Using concepts presented in the course, they consider applications for preventative measures as well as strategies to promote resiliency among individual and families who may become victims of terrorism.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*
**PPPA 8810 - Fundamentals of Law and Public Policy**

(5 cr.)
Legal decisions and the law often have a major impact on the creation of public policy. In this course, students explore and discuss the relationship between laws and public policy and the impact that court decisions have on policy and policy leaders. They examine the role of administrative agencies in the creation and execution of law and public policy and the role of the courts in resolving challenges to agency rule making; conflicts between executive and legislative branches of government; and conflicts between and among federal, state, and local laws. Students have the opportunity to sharpen their critical-thinking and research-database skills as they search for real-world examples of how fundamental legal concepts and processes affect the creation and execution of law and public policy.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PPPA 8811 - Legal Research for Policy Practitioners**

(5 cr.)
There is a wealth of vital legal knowledge available to public policy practitioners. In this course, students explore the many print and electronic resources available for legal research. Students examine how practitioners use the law to inform the creation of public policy. They engage in assignments designed to provide practical application of content to learn how to navigate legal libraries, cite cases, and employ research to support public policy. Students also gain experience in applying legal research to case studies and contemporary issues.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PPPA 8812 - Contemporary Cases and Issues in the Courts**

(5 cr.)
Major issues in the Supreme Court continue to have an impact on public policy at the state and local levels. In this course, students examine major past and current U.S. Supreme Court cases related to abortion, privacy, due process, personal property, and freedom of religion and speech. They also examine major cases related to state powers, government entitlement, and powers of the judicial and federal branches of government. From this assessment, students determine how outcomes of such cases affect public policy. Students also explore and discuss individual rights, property rights, administrative law, immigration law, and foreign policy as well as contemporary issues and case studies, to which they apply legal research and verdicts.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
PPPA 8820 - Elements of Sustainable and Livable Communities

(5 cr.)
Creating and maintaining sustainable and livable communities requires leaders who understand the connections among the natural, built, and social environments, and who can address these connections in a holistic and integrated fashion. Students in this course examine concepts of sustainability and livability and explore popular approaches to creating and maintaining communities that are more environmentally sound, economically prosperous, and socially equitable. They also focus on strategies to halt urban sprawl and to promote alternative modes of transportation. Students define and explore these concepts through case studies and examples drawn from local communities.

♢ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PPPA 8821 - Tools for Sustainable Community Development

(5 cr.)
Effective community leaders must be familiar with a wide range of tools, strategies, and skills to create sustainable communities. In this course, students examine these elements to learn how leaders build capacity for community change; assess community needs and resources; create community visions; promote stakeholder interest and participation; analyze community problems; and carry out practices and interventions to improve sustainability in communities. They also explore sustainability frameworks and models, and they apply these and other concepts presented in the course to develop a proposal for sustainable community development, focusing on community assessment, stakeholder involvement, and development planning.

♢ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PPPA 8822 - Current Issues in Regional and Local Public Policy

(5 cr.)
Public decision makers must understand and address a variety of complex and interrelated issues, such as land use and transportation, energy and environment, housing and schools, and regional economic development. In this course, students learn how leaders attend to these issues in light of existing policies and contemporary social, economic, political, demographic, and technological trends. Students explore and discuss planning processes, tools, approaches, strategies, and policies used to create sustainable and livable communities through collaborative processes involving multiple stakeholders. Through the development of a policy-option written assignment, students assess critical issues and identify problem-solving strategies.

♢ Students may take this as a non-degree course, which means they do not have to be enrolled in a
PPPA 8830 - Current Issues in Homeland Security

(5 cr.)
Since its inception, the Department of Homeland Security has profoundly impacted public policy and administration. Students in this course examine homeland security history, concepts, policies, and strategies of prevention and response. Topics include ethical issues, telecommunications, technology, threat assessment, contingency planning, and risk management. Students apply fundamental concepts and principles of homeland security to case studies and current issues.

PPPA 8831 - Critical Incident Leadership and Planning

(5 cr.)
Strategic leadership and planning are required to effectively prevent, respond to, and recover from critical incidents that threaten homeland security. Students in this course explore the role and importance of leadership and planning in critical incident management and the application of tools, strategies, and systems to specific critical incidents. Through the evaluation of case studies, students examine the impact of critical incidents on individuals and communities as well as roles of government agencies and nongovernment organizations in managing such incidents. Using concepts and theories presented in the course, students develop a critical incident management plan for their community through which they consider new strategies and perspectives in regard to critical incident leadership and planning.

PPPA 8832 - Terrorism: Legislation and Policy

(5 cr.)
The events of Sept. 11 resulted in a new and intense focus on the issue of terrorism in the United States and abroad. In this course students explore the history of terrorism; laws, regulations, and legislation related to terrorism; and the roles of the media, governmental agencies, and entities in the prevention of and response to terrorism. Students apply their knowledge to case studies and current trends related to terrorism.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PPPA 8841 - Health Policy and Management

(5 cr.)
In this course, students examine the factors that influence and improve health outcomes of individuals and populations, with attention to the goals of Healthy People 2010 and the main components and issues of organization, financing, and delivery of health services and public health systems in the United States. Topics include management
theories and processes, systems thinking, strategic planning and partnerships, quality and performance improvement, leadership, and organizational behavior. The policy process is addressed, as well as the advocacy role of the public health professional in influencing local, state, and federal policy. The impact of global trends on public health practice, policy, and systems is also considered.

PPPA 8843 - Legal and Regulatory Aspects of Public Health♦

(5 cr.)
In this course, students examine the role of federal, state, and local government in the assurance of public health through legislation and regulation. Consideration is given to contemporary legal and regulatory issues arising in public health practice and emergencies with attention to public health security and preparedness in response to bioterrorism and disasters.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PPPA 8850 - Introduction to the Nonprofit Sector♦

(5 cr.)
Nonprofit organizations (NPOs) can serve to positively affect people's lives through social change, but they require leaders who have a fundamental understanding of the nonprofit sector, including related ethical, legal, and global perspectives. Students in this course explore these viewpoints as well as the history, foundations, and types of NPOs. They also examine the diverse political, social, and economic contexts within which NPOs exist. Students explore and apply marketing, public relations, and communication concepts and strategies to case studies and contemporary situations. Gaining practical insight, students also apply theories presented in the course to the development of a concept paper guiding the development of a nonprofit organization.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PPPA 8851 - Board Governance and Volunteer Management♦

(5 cr.)
The success of nonprofit organizations (NPOs) is largely dependent on the effective management of program volunteers and board members—individuals who often serve as the lifeblood of NPOs. Students in this course explore the volunteer management process, including volunteer recruitment, orientation, training, supervision, and evaluation. They focus on methods that organizations use to create and maintain an effective Board of Directors to ensure that the board governs and guides the organization toward their mission. Students design a board development or volunteer management plan based on processes presented in the course and fundamental concepts.
acquired earlier in the program.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**PPPA 8852 - Resource Development**

*(5 cr.)*

All nonprofit organizations require financial resources. Obtaining philanthropic financial support is essential to program delivery and stability. Students in this course explore the concepts of philanthropy and development, identification of funding sources, donor/prospect cultivation and education, and solicitation and appreciation strategies. They focus on processes and strategies for creating an organizational philanthropic culture based on ethics and donor relationships. Using these strategies and other concepts presented in the course, students create a resource development plan for a nonprofit organization.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**PPPA 9000 - Dissertation**

*(5 credits per quarter for a minimum of 4 quarters until completion)*

Through the final dissertation, students demonstrate their scholarly ability to examine, critique, and synthesize knowledge and experience, so that new ideas can be tested; best practices identified, established, and verified; and theoretical, practice, or policy constructs evaluated and advanced. Doctoral students have the opportunity to integrate their Program of Study into an in-depth exploration of an interest area, culminating in the completion of their dissertation research study in this course. Students complete the dissertation independently, with the guidance of a supervisory committee chair and committee members. Students complete a prospectus, proposal, Institutional Review Board application, and a final oral presentation and written dissertation. Ultimately, every dissertation should make a fresh contribution to the field of public policy and administration.

Students take this course for a minimum of four quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval.

To complete a dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

**Prerequisites**

- All prior coursework
Note: When students register for PPPA 9000, they will be registered automatically each term until successful completion of the dissertation.

PRAC 6531 - Primary Care of Adults Across the Lifespan Practicum

(2 cr.)
Nurse practitioner students in their specialty, will synthesize their knowledge from previous clinical courses and professional experiences related to the issues and trends in healthcare needs of adults across the lifespan including the diagnosis and management of various conditions. The focus of this course is on advanced nursing practice in the acute/chronic care environment of the adult patient. Students gain confidence in clinical experiences in a primary healthcare setting where they learn to plan, implement, and evaluate therapeutic regimens for adult patients with common acute and chronic conditions.

Prerequisites
- NURS 6501
- NURS 6512
- NURS 6521

Note: This course requires a minimum of 160 practicum hours.

PRAC 6540 - Advanced Practice Care of Older Adults Practicum

(2 cr.)
This is one of four practicum courses in the Adult-Gerontology curriculum. Students will apply their knowledge of pathophysiology, pharmacology, and physical assessment to the diagnosis and management of those conditions more common in older adults. The focus of this course is on advanced nursing practice relevant to the acute and primary care environments.

Prerequisites
- NURS 6501
- NURS 6512
- NURS 6521

Note: This course requires a minimum of 160 practicum hours.

PRAC 6541 - Primary Care of Adolescents and Children Practicum

(2 cr.)
Nurse practitioner students in their specialty, will synthesize their knowledge from previous clinical courses and experiences related to the issues and trends in healthcare needs of adolescents and children including the diagnosis and management of various conditions. The focus of this course is on advanced nursing practice in the
acute/chronic care environment of the adolescent and child patient. Students gain confidence in clinical experiences in a primary healthcare setting where they learn to plan, implement, and evaluate therapeutic regimens for pediatric patients with common acute and chronic conditions.

Prerequisites
- NURS 6501
- NURS 6512
- NURS 6521
- NURS 6531 or NUNP 6531 or (NRNP 6531 and PRAC 6531)

Note: This course requires a minimum of 160 practicum hours.

PRAC 6550 - Advanced Practice Care of Adults in Acute Care Settings II Practicum
(2 cr.)
This is the second of four practicum courses in the Adult-Gerontology Acute Care curriculum. Students will apply their knowledge of pathophysiology, pharmacology, and physical assessment to the diagnosis and management of adolescents, adults, and older adults with acute/critical illness. The focus of this course is on the development of advanced practice clinical skills under the direct supervision of an approved preceptor in an acute care practice setting.

Prerequisites
- NURS 6501
- NURS 6512
- NURS 6521
- NUNP 6540
- NUNP 6566

Note: This course requires a minimum of 160 practicum hours.

PRAC 6552 - Advanced Nurse Practice in Reproductive Health Care Practicum
(2 cr.)
Nurse practitioner students in their specialty, will synthesize their knowledge from previous clinical courses and experiences related to the issues and trends in healthcare needs of individuals, families, and communities including the diagnosis and management of reproductive care. The focus of this course is on advanced nursing practice in the acute/chronic care environment of the gynecologic and/or obstetric patient. Students also examine how to care for patients based on sexual preferences and gender identification.

Prerequisites
- NURS 6501
- NURS 6512
- NURS 6521
- NURS 6531 or NUNP 6531 or (NRNP 6531 and PRAC 6531)
- (NRNP 6540 and PRAC 6540) or (NRNP 6541 and PRAC 6541)

Note: This course requires a minimum of 160 practicum hours.

**PRAC 6553 - Advanced Nurse Practice in Obstetric Health Care Practicum**

**(2 cr.)**
Nurse practitioner students in their specialty synthesize their knowledge from previous clinical courses and experiences related to the issues and trends in healthcare needs of individuals, families, and communities including the diagnosis and management of obstetric care. The focus of this course is on advanced nursing practice in the acute/chronic care environment of obstetric patients.

**Prerequisites**
- NURS 6501
- NURS 6512
- NURS 6521
- NRNP 6531 and PRAC 6531
- NRNP 6553

**PRAC 6560 - Advanced Care of Adults in Acute Settings III Practicum**

**(2 cr.)**
This is the final of four practicum courses in the Adult-Gerontology curriculum. Students will apply their knowledge of pathophysiology, pharmacology, and physical assessment to the diagnosis and management of adolescents, adults, and older adults with acute/critical illness. The focus of this course is on advanced nursing practice in the acute care environment.

**Prerequisites**
- NURS 6501
- NURS 6512
- NURS 6521
- NUNP 6540
- NUNP 6566
- NUNP 6550

Note: This course requires a minimum of 160 practicum hours.

**PRAC 6565 - Synthesis in Advanced Nursing Practice of Patients in Primary Care Settings Practicum**

**(2 cr.)**
This is the last of four practicum courses in the Adult Gerontology Primary Care Nurse
Practitioner program. Clinical experiences in primary care settings provide students with the continued opportunity to develop, implement, and evaluate management plans for patients with complex health conditions. The application of knowledge in the management of clients and collaboration among the advanced practice nurse and the client, family, and interprofessional healthcare team are emphasized.

**Prerequisites**
- NURS 6501
- NURS 6512
- NURS 6521
- NURS 6531 or NUNP 6531
- NURS 6541 or NUNP 6541
- NRNP 6552 or NUNP 6552

**Note:** This course requires a minimum of 160 practicum hours and must be the last course in the curriculum.

**PRAC 6566 - Advanced Care of Adults in Acute Settings I Practicum**

(2 cr.)
This is the first of four practicum courses in the Adult-Gerontology curriculum. Students will apply their knowledge of pathophysiology, pharmacology, and physical assessment to the diagnosis and management of adolescents, adults, and older adults with acute/critical illness. The focus of this course is on advanced nursing practice in the acute care environment.

**Prerequisites**
- NURS 6501
- NURS 6512
- NURS 6521

**Note:** This course requires a minimum of 160 practicum hours.

**PRAC 6568 - Synthesis in Advanced Nursing Practice of Patients in Family Care Settings Practicum**

(2 cr.)
This is the last of four practicum courses in the Family Nurse Practitioner program. Clinical experiences in family settings provide students with the continued opportunity to develop, implement, and evaluate management plans for patients with complex health conditions. The application of knowledge in the management of clients and collaboration among the advanced practice nurse and the client, family, and interprofessional healthcare team are emphasized.

**Prerequisites**
- NURS 6501
- NURS 6512
• NURS 6521
• NRNP 6531 and PRAC 6531
• (Pre- or Co-requisites) NRNP 6541 and PRAC 6541
• (Pre- or Co-requisites) NRNP 6552 and PRAC 6552

Note: This course requires a minimum of 160 practicum hours and must be the last course in the curriculum.

PRAC 6635 - Psychopathology and Diagnostic Reasoning Practicum

(2 cr.)
Advanced practice psychiatric-mental health nurses need to have the knowledge and ability to provide safe, competent, and comprehensive mental health assessments to patients in mental health settings across the lifespan. Students in this course apply assessment skills to include psychiatric interviewing, history taking, and examination to gather patient data to inform diagnosis. They also apply knowledge of psychopathology and diagnostic reasoning in clinical settings for health promotion and psychiatric assessment, and to develop differential diagnosis for patients with psychiatric and substance use disorders across the lifespan. Students synthesize their knowledge from previous coursework and professional experiences to develop advanced communication and documentation skills.

Note: Students with catalog years before Spring 2018 must complete a minimum of 144 practicum hours. Students with catalog years beginning Spring 2018 must complete a minimum of 160 practicum hours. A minimum of 80 patients are required. Required hours cannot be completed sooner than 8 weeks.

PRAC 6645 - Psychotherapy With Multiple Modalities Practicum

(2 cr.)
Psychiatric mental health nurse practitioner students in this course synthesize their knowledge from previous clinical courses and professional experiences related to the assessment, diagnosis, and treatment of various mental health conditions for patients across the lifespan. Students gain clinical experience applying psychotherapy techniques in a mental healthcare setting.

Note: 160 practicum hours and a minimum of 80 patient encounters are required for this course. Practicum experiences must include interactions with all three modalities: individuals, groups, and families.

PRAC 6665 - Psychiatric Mental Health Nurse Practitioner Care Across the Lifespan I Practicum

(2 cr.)
This is the third of four practicum courses in the advanced practice psychiatric-mental health curriculum. Students will apply their knowledge of psychopathology,
psychopharmacology, and psychiatric assessment to the diagnosis, treatment, and management of mental health disorders in children, adolescents, adults, and older adults. The focus of this course is on advanced nursing practice in mental health settings.

Prerequisites
- NURS 6501
- NURS 6512
- NURS 6521
- NURS 6630
- PRAC 6635
- PRAC 6645

Note: Students with catalog years before Spring 2018 must complete a minimum of 144 practicum hours; those with catalog years beginning Spring 2018 must complete a minimum of 160 practicum hours. A minimum of 80 patient encounters (40 children/adolescents and 40 adults/older adults) is required.

PRAC 6675 - Psychiatric Mental Health Nurse Practitioner Care Across the Lifespan II Practicum

(2 cr.)
This is the final of four practicum courses in the advanced practice psychiatric-mental health curriculum. Students will apply their knowledge of psychopathology, psychopharmacology, and psychiatric assessment to the diagnosis, treatment, and management of mental health disorders in children, adolescents, adults, and older adults. The focus of this course is on advanced nursing practice in mental health settings.

Prerequisites
- NURS 6501
- NURS 6512
- NURS 6521
- NURS 6630
- PRAC 6645
- PRAC 6665

Note: Students with catalog years before Spring 2018 must complete a minimum of 144 practicum hours; those with catalog years beginning Spring 2018 must complete a minimum of 160 practicum hours. A minimum of 80 patient encounters (40 children/adolescents and 40 adults/older adults) is required.

PRAC 6810 - Advanced Pediatric Nursing Practicum I: Primary Care

(2 cr.)
Pediatric nurse practitioner students will synthesize their knowledge from previous clinical courses and experiences related to the issues and trends in healthcare needs of
children from birth to young adulthood, including well-child care, age-appropriate anticipatory guidance, and the diagnosis and management of various pediatric conditions. The focus of this course is on pediatric nursing practice in the outpatient care environment of the pediatric patient. Students gain confidence in clinical experiences in a primary healthcare setting where they learn to take a subjective history, complete a thorough objective examination, make appropriate assessments with differentials, and plan both pharmacologic and non-pharmacologic treatment.

Note: This course requires a minimum of 160 clinical hours.

**PRAC 6820 - Advanced Pediatric Nursing Practicum II: Complex Care**

(2 cr.)

Pediatric nurse practitioner students will synthesize their knowledge from previous clinical courses and experiences related to the issues and trends in healthcare needs of children from birth to young adulthood, including well-child care, age-appropriate anticipatory guidance, and the diagnosis and management of various chronic and complex pediatric conditions. The focus of this course is on pediatric nursing practice in the outpatient care environment of the pediatric patient. Students gain confidence in clinical experiences in a primary healthcare setting where they learn to take a subjective history, complete a thorough objective examination, conduct appropriate assessments, identify differentials, make referrals, and plan both pharmacologic and nonpharmacologic therapeutic treatment regimens for well and sick pediatric patients with common chronic and complex conditions.

**Prerequisites**

- NURS 6501
- NURS 6512
- NURS 6521
- NURS 6800
- NRNP 6810
- PRAC 6810

Note: This course requires a minimum of 160 clinical hours.

**PRAC 6830 - Advanced Pediatric Nursing Practicum III: Specialty Care**

(2 cr.)

Pediatric nurse practitioner students will synthesize their knowledge from previous clinical courses and experiences related to the issues and trends in healthcare needs of specialized pediatric populations from birth to young adulthood. The focus of this course is on pediatric nursing practice in the outpatient care environment of pediatrics patients of various subpopulations including patients with behavioral health issues, victims of bullying, and adolescents. Pediatric nurse practitioner students with will synthesize their knowledge of sexuality, contraception, eating disorders, LGBTQ+
youth, child abuse, mental health, and foster children. Students gain confidence in clinical experiences in a primary healthcare setting where they learn to take a subjective history, complete a thorough objective examination, make appropriate assessments with differentials, and plan both pharmacologic and non-pharmacologic therapeutic treatment regimens for well and sick pediatric patients with common acute and chronic conditions.  
Prerequisites  
- PRAC 6810  
- PRAC 6820  

Note: This course requires a minimum of 160 clinical hours, 80 of which may be completed in specialty care.  

PRAC 6840 - Advanced Pediatric Nursing Practicum IV: Synthesis Care  
(2 cr.)  
This culminating clinical course focuses on the synthesis of theory and clinical management skills to manage the care of a pediatric patient. It also assists students with implementing the primary care pediatric nurse practitioner role in a collaborative model of practice.  
Prerequisites  
- PRAC 6810  
- PRAC 6820  
- PRAC 6830  

Note: This course requires a minimum of 160 clinical hours  

PRCM 6531 - Primary Care of Adults Across the Lifespan Practicum  
(2 cr.)  
Nurse practitioner students in their specialty, will synthesize their knowledge from previous clinical courses and professional experiences related to the issues and trends in healthcare needs of adults across the lifespan including the diagnosis and management of various conditions. The focus of this course is on advanced nursing practice in the acute/chronic care environment of the adult patient. Students gain confidence in clinical experiences in a primary healthcare setting where they learn to plan, implement, and evaluate therapeutic regimens for adult patients with common acute and chronic conditions.  
Prerequisites  
- DNRS 6501  
- DNRS 6512  
- DNRS 6521  

Note: This course requires a minimum of 160 practicum hours.
PRCM 6540 - Advanced Practice Care of Older Adults Practicum

(2 cr.)
This is one of four practicum courses in the Adult-Gerontology curriculum. Students will apply their knowledge of pathophysiology, pharmacology, and physical assessment to the diagnosis and management of those conditions more common in older adults. The focus of this course is on advanced nursing practice relevant to the acute and primary care environments.

Prerequisites
- DNRS 6501
- DNRS 6512
- DNRS 6521

Note: This course requires a minimum of 160 practicum hours.

PRCM 6541 - Primary Care of Adolescents and Children Practicum

(2 cr.)
Nurse practitioner students in their specialty, will synthesize their knowledge from previous clinical courses and experiences related to the issues and trends in healthcare needs of adolescents and children including the diagnosis and management of various conditions. The focus of this course is on advanced nursing practice in the acute/chronic care environment of the adolescent and child patient. Students gain confidence in clinical experiences in a primary healthcare setting where they learn to plan, implement, and evaluate therapeutic regimens for pediatric patients with common acute and chronic conditions.

Prerequisites
- DNRS 6501
- DNRS 6512
- DNRS 6521
- DRNP 6531

Note: This course requires a minimum of 160 practicum hours.

PRCM 6550 - Advanced Practice Care of Adults in Acute Settings II Practicum

(2 cr.)
This is the second of four practicum courses in the Adult-Gerontology Acute Care curriculum. Students will apply their knowledge of pathophysiology, pharmacology, and physical assessment to the diagnosis and management of adolescents, adults, and older adults with acute/critical illness. The focus of this course is on the development of advanced practice clinical skills under the direct supervision of an approved preceptor in an acute care practice setting.

Prerequisites
• DNRS 6501
• DNRS 6512
• DNRS 6521
• DRNP 6540
• DRNP 6566

Note: This course requires a minimum of 160 practicum hours.

PRCM 6552 - Advanced Nurse Practice in Reproductive Health Care Practicum

(2 cr.)
Nurse practitioner students in their specialty, will synthesize their knowledge from previous clinical courses and experiences related to the issues and trends in healthcare needs of individuals, families, and communities including the diagnosis and management of reproductive care. The focus of this course is on advanced nursing practice in the acute/chronic care environment of the gynecologic and/or obstetric patient. Students also examine how to care for patients based on sexual preferences and gender identification.

Prerequisites
• DNRS 6501
• DNRS 6512
• DNRS 6521
• DRNP 6531
• DRNP 6540 or DRNP 6541

Note: This course requires a minimum of 160 practicum hours.

PRCM 6553 - Advanced Nursing Practice Care of Women’s Health Practicum

(2 cr.)
Nurse practitioner students in their specialty synthesize their knowledge from previous clinical courses and experiences related to the issues and trends in healthcare needs of individuals, families, and communities including the diagnosis and management of obstetric care. The focus of this course is on advanced nursing practice in the acute/chronic care environment of obstetric patients.

Prerequisites
• NURS 6501
• NURS 6521
• NURS 6512

PRCM 6560 - Advanced Practice Care of Adults in Acute Settings III Practicum
This is the final of four practicum courses in the Adult-Gerontology curriculum. Students will apply their knowledge of pathophysiology, pharmacology, and physical assessment to the diagnosis and management of adolescents, adults, and older adults with acute/critical illness. The focus of this course is on advanced nursing practice in the acute care environment.

Prerequisites
- DNRS 6501
- DNRS 6512
- DNRS 6521
- DRNP 6540
- DRNP 6566
- DRNP 6550

Note: This course requires a minimum of 160 practicum hours.

PRCM 6565 - Synthesis in Advanced Nursing Practice Care of Patients in Primary Care Settings Practicum

This is the last of four practicum courses in the Adult Gerontology Primary Care Nurse Practitioner program. Clinical experiences in primary care settings provide students with the continued opportunity to develop, implement, and evaluate management plans for patients with complex health conditions. The application of knowledge in the management of clients and collaboration among the advanced practice nurse and the client, family, and interprofessional healthcare team are emphasized.

Prerequisites
- DNRS 6501
- DNRS 6512
- DNRS 6521
- DRNP 6531
- DRNP 6541
- DRNP 6552

Note: This course requires a minimum of 160 practicum hours and must be the last course in the curriculum.

PRCM 6566 - Advanced Practice Care of Adults in Acute Settings I Practicum

This is the first of four practicum courses in the Adult-Gerontology curriculum. Students will apply their knowledge of pathophysiology, pharmacology, and physical assessment to the diagnosis and management of adolescents, adults, and older adults with acute/critical illness. The focus of this course is on advanced nursing practice in the acute care environment.
environment.

Prerequisites
- DNRS 6501
- DNRS 6512
- DNRS 6521

Note: This course requires a minimum of 160 practicum hours.

PRCM 6568 - Synthesis in Advanced Nursing Practice of Patients in Family Care Settings Practicum

(2 cr.)
This is the last of four practicum courses in the Family Nurse Practitioner program. Clinical experiences in family settings provide students with the continued opportunity to develop, implement, and evaluate management plans for patients with complex health conditions. The application of knowledge in the management of clients and collaboration among the advanced practice nurse and the client, family, and interprofessional healthcare team are emphasized.

Note: This course requires a minimum of 160 practicum hours.

PRCM 6635 - Psychopathology and Diagnostic Reasoning Practicum

(2 cr.)
Advanced practice psychiatric-mental health nurses need to have the knowledge and ability to provide safe, competent, and comprehensive mental health assessments to patients in mental health settings across the lifespan. Students in this course apply assessment skills to include psychiatric interviewing, history taking, and examination to gather patient data to inform diagnosis. They also apply knowledge of psychopathology and diagnostic reasoning in clinical settings for health promotion and psychiatric assessment, and to develop differential diagnosis for patients with psychiatric and substance use disorders across the lifespan. Students synthesize their knowledge from previous coursework and professional experiences to develop advanced communication and documentation skills.

Note: This course requires a minimum of 160 practicum hours.

PRCM 6645 - Psychotherapy With Multiple Modalities Practicum

(2 cr.)
Psychiatric mental health nurse practitioner students in this course synthesize their knowledge from previous clinical courses and professional experiences related to the assessment, diagnosis, and treatment of various mental health conditions for patients across the lifespan. Students gain clinical experience applying psychotherapy techniques in a mental healthcare setting.

Note: 160 practicum hours and a minimum of 80 patient encounters are required for
this course. Practicum experiences must include interactions with all three modalities: individuals, groups, and families.

PRCM 6665 - Psychiatric Mental Health Nurse Practitioner Care Across the Lifespan I Practicum

(2 cr.)
This is the third of four practicum courses in the advanced practice psychiatric-mental health curriculum. Students will apply their knowledge of psychopathology, psychopharmacology, and psychiatric assessment to the diagnosis, treatment, and management of mental health disorders in children, adolescents, adults, and older adults. The focus of this course is on advanced nursing practice in mental health settings.
Prerequisites
- DNRS 6501
- DNRS 6512
- DNRS 6521
- DNRS 6630
- PRCM 6635
- PRCM 6645

Note: This course requires a minimum of 160 practicum hours.

PRCM 6675 - Psychiatric Mental Health Nurse Practitioner Care Across the Lifespan II Practicum

(2 cr.)
This is the final of four practicum courses in the advanced practice psychiatric-mental health curriculum. Students will apply their knowledge of psychopathology, psychopharmacology, and psychiatric assessment to the diagnosis, treatment, and management of mental health disorders in children, adolescents, adults, and older adults. The focus of this course is on advanced nursing practice in mental health settings.
Prerequisites
- DNRS 6501
- DNRS 6512
- DNRS 6521
- DNRS 6630
- PRCM 6645
- PRCM 6665

Note: This course requires a minimum of 160 practicum hours.

PRCM 6810 - Advanced Pediatric Nursing Practicum I: Primary Care
Advanced practice nursing students in this course conduct comprehensive assessments, formulate differential diagnoses, and suggest plans of care to manage well children and minor health problems in children. In collaboration with other healthcare providers, students provide care in primary care settings where they integrate health promotion, disease prevention, and evidenced-based practice.

Note: This course requires a minimum of 160 clinical hours.

**PRCM 6820 - Advanced Pediatric Nursing Practicum II: Complex Care**

Pediatric nurse practitioner students will synthesize their knowledge from previous clinical courses and experiences related to the issues and trends in healthcare needs of children from birth to young adulthood, including well-child care, age-appropriate anticipatory guidance, and the diagnosis and management of various chronic and complex pediatric conditions. The focus of this course is on pediatric nursing practice in the outpatient care environment of the pediatric patient. Students gain confidence in clinical experiences in a primary healthcare setting where they learn to take a subjective history, complete a thorough objective examination, conduct appropriate assessments, identify differentials, make referrals, and plan both pharmacologic and nonpharmacologic therapeutic treatment regimens for well and sick pediatric patients with common chronic and complex conditions.

**Prerequisites**
- DNRS 6501
- DNRS 6512
- DNRS 6521
- DNRS 6800
- DRNP 6810
- PRCM 6810

Note: This course requires a minimum of 160 clinical hours.

**PRCM 6830 - Advanced Pediatric Nursing Practicum III: Specialized Care**

Pediatric nurse practitioner students will synthesize their knowledge from previous clinical courses and experiences related to the issues and trends in healthcare needs of children from birth to young adulthood, including well-child care, age-appropriate anticipatory guidance, and the diagnosis and management of various pediatric conditions. The focus of this course is on pediatric nursing practice in the outpatient care environment of the pediatric patient. Students gain confidence in clinical experiences in a primary healthcare setting where they learn to take a subjective history, complete a thorough objective examination, made appropriate assessments with differentials and plan both pharmacologic and non-
pharmacologic therapeutic treatment regimens for well and sick pediatric patients with common acute and chronic conditions.

Prerequisites
- PRCM 6810
- PRCM 6820

Note: This course requires a minimum of 160 clinical hours, 80 of which may be completed in specialty care.

PRCM 6840 - Advanced Pediatric Nursing Practicum IV: Synthesis Care

(2 cr.)
This culminating clinical course focuses on the synthesis of theory and clinical management skills to manage the care of a pediatric patient. It also assists students with implementing the primary care pediatric nurse practitioner role in a collaborative model of practice.

Prerequisites
- PRCM 6810
- PRCM 6820
- PRCM 6830

Note: This course requires a minimum of 160 clinical hours.

PREL 3001 - Principles of Public Relations♦

(5 cr.)
How is communication conducted between a community and private entities and in what ways can this communication affect decision making and outcome of actions? Preparing students to answer such questions and to understand, appreciate, and apply the fundamentals of public relations (PR) is a goal of this course. Students learn about the relationships practitioners have with both internal and external communities who are affected by, and who affect, an organization’s actions or planning. Students also build their command of the basic principles and practices of PR, while applying these concepts to real-world scenarios and a written plan that includes the various phases of the PR process.

Prerequisites
BS in Communication
- COMM 1010

All Other Programs
- None

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
PREL 4101 - Publicity and Public Relations♦

(5 cr.)
Public relations (PR) professionals play an important role in promoting a positive image for a wide variety of organizations, such as corporations and schools, and influential individuals, such as celebrities and politicians. In this course, students build on PR proficiencies to apply the principles and concepts of PR, specifically targeting positive publicity of persons, places, and purposes. Students assess the risks and benefits of PR tools to inform and influence the community and assess the use of social media in PR efforts. Through the extensive use of case studies, students also have the opportunity to develop expertise in promoting constructive publicity in PR through analyzing both successes and failures in the real world.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PREL 4102 - Applied Public Relations♦

(5 cr.)
Building brand relationships, fostering interactions between marketers and customers, and reaching consumers through new means of cost-effective technology now often rely on the combined efforts of advertising through marketing and the guidance of public relations (PR) professionals. Students in this course learn to apply the principles and practices of PR using the medium of advertising to achieve desired end results. Outlining the process of a PR plan, students draw upon the combined knowledge and skills in media relations, effective communications, market awareness, and integrated messaging to practice creating leverage and opportunity for organizations, individuals, products, and places.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PREL 4103 - Crisis Communications♦

(5 cr.)
Rapid shifts in the economy, changes in political leaders, and negative news reports are just a few of the factors affecting marketing campaigns and public relations (PR) efforts. In this course, students can learn the value of managing internal and external communications effectively in situations of risk, crisis, and sudden change—a critical competence for PR professionals and organizations. Students examine successful and unsuccessful crisis communication efforts and consider issues of contingency planning, speed, transparency, multiple modalities, stakeholder analysis, and ethics. They engage in assignments designed to provide practical application of content through which they gain experience developing a communication plan to mitigate and solve issues of crisis in PR.

Prerequisites

- PREL 3001 or HLTH 3115
Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSPA 1002 - Global Issues in Politics

(P 5 cr.)
Professionals working in the political science and public administration arena must have a firm understanding of current political, social, economic, and religious issues to successfully engage in decision making, political debates, policy making, and other responsibilities inherent to the profession. In this course, students develop their understanding of global society through political issues. They identify the major challenges to peace and sustainability in the global environment. They also explore and discuss issues related to energy, trade, human rights, healthcare, sex and drug trafficking, and the disparity between rich nations and poor nations. Through this course, students gain skills needed to stay abreast of global issues in politics, and they consider how these issues can affect their daily personal and professional lives.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSPA 1003 - Political Controversies

(P 5 cr.)
The Declaration of Independence asserts that all men are entitled to life, liberty, and the pursuit of happiness; though, society continues to argue over how to guarantee these inalienable rights. In this course, students apply the principles of the U.S. Constitution and examine several modern political controversies, such as same-sex marriage, the role of the media in society, the debate over gun control, and others in light of their relationship to larger enduring political debates. Students employ course concepts to practical applications on a variety of topics, such as critiquing argument, protecting personal privacy, ensuring equal opportunity, predicting debate outcomes, and evaluating profiling, among others.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSPA 2001 - Principles of Public Administration

(P 5 cr.)
Public administrators make daily decisions and implement programs that impact our lives in countless ways. In this course, students explore how public administrators and managers conduct the business of government, such as implementing public policy. They assess and discuss the issues and challenges these figures encounter while performing their jobs as well as future trends and potential issues they may face in the future.
Students engage in short writing assignments through which they apply learning and reflect on how course concepts apply to the real world and their lives. Through this course, students come to understand the variety of jobs that public administrators perform and their crucial role in the successful operation of government.

- Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSPA 2002 - The Making of Public Policy**

(5 cr.)
What is public policy? Who develops it and how is it made? In this course, students explore how the government makes decisions and the impact these decisions have on people and communities. Students learn how issues become important, how groups exercise power, and how government policies are evaluated and modified. Students also examine whether the public policy process is generally fair to the majority of citizens or whether it provides unfair advantage to certain groups. In this course, students have an opportunity to engage in the exploration of many of the questions and issues surrounding the development of public policy.

- Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSPA 2030 - Leadership and Volunteerism**

(5 cr.)
Volunteers are one of the most important resources for nonprofit organizations. Through this course, students learn the crucial importance of volunteers to organizations and groups striving to build better communities and address important social problems. Students explore how successful leaders recruit qualified volunteers, retain their commitment over time, and empower them to act on behalf of shared goals. They identify the key challenges facing organizations that rely heavily on volunteers and the most effective means of addressing these challenges. Students also examine and discuss the particular leadership skills required in volunteer organizations and consider how they can develop these proficiencies to lead future volunteer efforts and effect positive social change.

- Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSPA 2050 - Social Entrepreneurship**

(5 cr.)
Society often associates entrepreneurship with the business world in which creative individuals use their imagination and skills to amass large fortunes. In this course, students explore a new breed of entrepreneur—the social entrepreneur. Students learn
how social entrepreneurs help others by combining resources in unique ways to change underlying social structures for the greater good. Students examine social entrepreneurship methods, practices, and values. They also explore and discuss the impact of social entrepreneurship on social change. Students synthesize knowledge and apply course concepts as they work toward developing an original social-entrepreneurial venture.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSPA 3001 - Constitutional Law**

(5 cr.)
The Constitution is the foundation for all law in the United States. In this course, students examine how the Constitution protects individual rights, legal processes, and historical conceptions. Students use landmark Supreme Court cases to examine enduring constitutional themes, including civil rights/civil liberties, federalism, property rights, the death penalty, the rights of the accused, freedom of religion, and others. Students also explore how people attempt to use the law to promote as well as to inhibit positive social change. Through this course, students gain a fundamental understanding of constitutional law, which provides the framework for informed decision making in the professional arena.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSPA 3002 - Ethics in Public Leadership**

(5 cr.)
Ethics is a key element of successful government and nonprofit leadership. Ethically, on individual and institutional levels, many things can go wrong in government and nonprofit organizations. Students in this course gain insight into causes, obstacles, and barriers to ethical leadership. They explore how successful public sector leaders build organizations that reflect strong ethical values. Students examine qualities of ethical leaders, ethical organizations, and ethical decision making. They use practical tools for achieving ethical public leadership in case studies and real-life scenarios.

**Prerequisites**
- BS in Political Science and Public Administration
  - PSPA 1002
  - PSPA 1003
  - PSPA 2001
  - PSPA 2002
  - POLI 1001

- BS in Human Services Leadership and Administration Concentration
  - PSPA 2002
All Other Programs

- None

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSPA 3010 - Civil Law♦

(5 cr.)
With the exception of the occasional traffic ticket, most individuals do not have many encounters with the criminal justice system. However, frequent interactions with the American legal system through civil law are not uncommon. Students in this course explore family law, employment law, property rights, malpractice issues, torts, and other aspects of civil law. They learn how civil law is relevant to human resource managers, healthcare professionals, and public administrators. Through written assignments and other application-based activities, students further examine topics related to civil law, such as contracts, negligence analysis, independent contractors versus employees, and commercial leases.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSPA 3020 - Principles of Public Personnel Management and Human Resources♦

(5 cr.)
How do managers most effectively motivate and lead organizations and people to accomplish organizational goals? In this course, students explore many of the tools, techniques, and challenges of modern management, such as leadership, personnel systems, affirmative actions, performance management, and strategic planning. Students learn the tools, techniques, and challenges of managing organizations and people successfully in the public and nonprofit sectors. Through discussions and practical application assignments, students gain an understanding of basic leadership principles, strategic planning, modern personnel systems, and performance management. Students culminate their learning in a final analysis through which they apply course concepts to a current issue related to human resource management.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSPA 3030 - Social Change in the Community♦

(5 cr.)
How can we address contemporary challenges resulting from unforeseen market shifts, unemployment, home foreclosures, and other issues confronting community? In this course, students identify and apply the skills that are needed by individuals and groups to
produce positive social change. They explore how positive social change takes place on a community level, and they examine the major obstacles to positive social change efforts. Additionally, students examine the key features of effective strategies, such as organization of people as well as economic and political resources. Using basic principles presented in the course, students develop a social change action plan through which they gain the practical skills and knowledge needed to effect positive social change in their own community.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSPA 3040 - Global Social Justice**

(5 cr.)
Globalization has brought with it a shared understanding of human rights and a new set of social problems. Students in this course examine the issues of social justice that are prominent in the new global community. They also explore the role of women, environmental justice, the responsibility of richer nations to poorer nations, the promotion of diversity, the protection of human rights, and other contemporary issues. Students learn about the international organizations dedicated to promoting social justice and consider the importance of social justice in international relations. Throughout the course, students reflect on and respond to personal questions regarding perspectives, responsibilities, and roles in achieving global social justice. Finally, students consider how their personal ideology on global social justice has changed as a result of course readings, discussions, and applications.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSPA 4010 - Contemporary Legal Debates**

(5 cr.)
Many of society’s most intractable problems are resolved through the legal system. In this course, students examine issues at the foundation of many legal debates, such as immigration, abortion, reproductive rights, intellectual property, and the separation of church and state. Students engage in contextual and application-based assignments that highlight the legal aspects of several social issues. They share perspectives through peer discussions on topical issues, such as legal views and decisions, right to privacy, race, the death penalty, and the responsibilities of corporations as members of society. Students practice their research, persuasive-writing, and analysis skills through a final project on a contemporary legal debate.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSPA 4020 - New Skills for Leaders in the Public Sector**
Contemporary public managers use a variety of new tools and strategies to implement public policy and conduct business. Students in this course learn about the new skills required of public administrators to be successful in a rapidly changing environment. They examine a variety of topics, such as team building, contracting, procurement, compliance, grant writing, and outsourcing/insourcing. Through this course, students also have the opportunity to explore job opportunities at the government level as well as in the nonprofit sector.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSPA 4030 - Communication for Social Change♦

In a society influenced by technological innovation and virtual spread of information, we can use technology to rekindle friendships with grade-school acquaintances and we can instantaneously follow every action of our favorite entertainers. But it is also our responsibility to know how to use these same social networking techniques and other more traditional means of communication as catalysts for positive social change. In this course, students learn how to use modern communication tools to promote positive social change and mobilize communities. They analyze the use of electronic tools for public and nonprofit sector organizations. Students also examine the key elements of a communication strategy—message development, target audience identification, selection of communication tools, and obtaining feedback—and apply these to current social issues.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSPA 4040 - Service in the Global Community♦

In this course, students explore how groups and organizations are making a difference by serving the global community. Students examine the function, operation, and relationship between organizations that address global issues, such as disaster relief, HIV, hunger, education, women's rights, and healthcare; such organizations include intergovernmental organizations (IGOs) and nongovernmental organizations (NGOs). They examine the strategies and techniques that successful organizations use in responding to global challenges. Students also consider current issues that have potential to become global crises, and they discuss the future of public service in the global community. Applying concepts of service and related governance issues, students complete a final research project on a major issue currently affecting the global society.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
PSPA 4080 - Capstone

(5 cr.)
A capstone project provides students with the opportunity to synthesize knowledge and skills acquired throughout their program into a practical, integrative project designed to promote positive social change. In this capstone course, students examine American democracy, the political system in the United States, and the relationships among special interest groups and political parties. They also assess how the U.S. political system affects public administration or political roles and how these roles can effect positive social change. Students employ knowledge of leadership skills as well as concepts from the course and their program to propose a public policy with implications of social change for a virtual community.

PSYC 1001 - Introduction to Psychology♦

(5 cr.)
In this course, students will be introduced to the scientific study of observable behavior and internal experiences such as thoughts and feelings. Psychological facts, principles, and theories associated with methods of analysis, learning, memory, brain functioning, sensation, perception, motivation, emotions, personality, social behavior, human development, and psychological disorders and treatment will be introduced. Students will learn to understand human behavior by examining the integrative influences of biological, psychological, and social-cultural factors. The concepts in this course will prepare psychology majors for more in-depth study of the major areas of psychology, and will provide a foundational understanding of human behavior for non-psychology majors.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 1001A - Introduction to Psychology

(5 cr.)
Students in this course are introduced to the scientific study of observable behavior and internal experiences such as thoughts and feelings. Psychological facts, principles, and theories associated with methods of analysis, learning, memory, brain functioning, sensation, perception, motivation, emotions, personality, social behavior, human development, and psychological disorders and treatment are introduced. Students can learn to understand human behavior by examining the integrative influences of biological, psychological, and social-cultural factors. The concepts in this course prepare psychology majors for more in-depth study of the major areas of psychology, and provide a foundational understanding of human behavior for non-psychology majors.

Prerequisites
- SOCI 1001A
PSYC 2000 - Psychology Seminar

(5 cr.)
In this survey course, BS in Psychology program majors assess their marketable skills, career needs, and career goals. Students learn to make informed choices and plans regarding graduate training in psychology or other related fields of study, as well as job-seeking skills in psychology. Additional topics covered are introductory-level approaches to critical thinking, information literacy skills, and writing in the format and style of the discipline. Students will also reflect on how their chosen major of psychology relates to Walden’s mission of social change. This course is graded as Satisfactory/Unsatisfactory.

Prerequisites
- PSYC 1001 or PSYC 1001Y

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 2001 - Cross-Cultural Psychology

(5 cr.)
Contemporary life requires the ability to relate to people who are different. In this course, students will explore major areas of psychology in light of culture’s influence, challenging their own world views and unconscious biases in order to develop greater sensitivity to the impact of cultural differences on interactions in a variety of settings. Topics include definitions and approaches to understanding culture; the role of psychology in understanding bias; cultural aspects of cognition and intelligence; emotion; motivation; development and socialization; disorders; and applications of cross-cultural psychology.

Prerequisites
BS in Psychology
- PSYC 1001 or PSYC 1001Y or PSYC 1002 or PSYC 1003
- PSYC 2000

All Other Programs
- PSYC 1001 or PSYC 1001Y or PSYC 1002 or PSYC 1003

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 2002 - Human Development: Childhood and Adolescence

(5 cr.)
Humans experience many developmental changes throughout the lifespan, but those of greatest significance occur from conception to young adulthood. In this course, students examine key theories related to various aspects of development in infants, children, and
adolescents. Students apply social, biological, and cognitive maturation processes and perspectives to better understand their own development and personal experiences. They also discuss related topics, such as cross-cultural issues, attachment and temperament, language and personality development, and puberty and sexual development.

Prerequisites

BS in Human Services Child and Adolescent Development Concentration
- None

BS in Psychology
- PSYC 1001 or PSYC 1001Y
- PSYC 2000

All Other Programs
- PSYC 1001 or PSYC 1001Y

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 2003 - Human Development: Adulthood♦

(5 cr.)
Adulthood represents a rich developmental experience including many significant life transitions. In this course, students explore the key theories, transitions, and applications of adult development. They examine the social, biological, and cognitive maturation processes that define development of adulthood into older age. Students engage in assignments designed to provide practical application of theories to specific transitions and topical issues, such as career changes, attachment and marital satisfaction, personality, retirement, and cognition. Applying concepts presented in the course, students discuss cross-cultural issues in development, emotional development, adult roles, memory, and physical aging.

Prerequisites

BS in Psychology
- PSYC 1001 or PSYC 1001Y
- PSYC 2000

All Other Programs
- PSYC 1001 or PSYC 1001Y

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 2004 - Motivation and Emotion♦
What drives people to do what they do? In this course students have the opportunity to answer this question as they explore basic theories of motivation and emotion. They also explore bodily needs, such as hunger, thirst, and sex, that drive people to action; concepts in motivation, such as achievement, altruism, and conflict; and concepts related to emotion, including happiness, hormonal influences, and mood. Students assess content and share different perspectives through peer discussions on related topics, such as sources of motivation, hunger and eating, need for power, extraversion, goals, and decision making.

**Prerequisites**

**BS in Psychology**
- PSYC 1001 or PSYC 1001Y
- PSYC 2000

**All Other Programs**
- PSYC 1001 or PSYC 1001Y

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 2005 - Social Influences on Behavior**

Individuals are often influenced by others and by the social situations in which they find themselves. Students in this course examine the basic concepts and applications of social psychology, including attitudes, beliefs, and behavior; stereotyping; prejudice and discrimination; interpersonal relationships; group behavior; and the effect of environmental stress on behavior. They also learn how bias can sway objective conclusions as well as how ethical factors influence research in social psychology. Students apply principles and theories presented in the course to case studies and situations in daily life, including instances of stereotyping and discrimination. They also use these theories to understand strategies for helping others and reducing aggressive behavior.

**Prerequisites**

**BS in Health Studies Health Psychology and Behavior Concentration**
- PSYC 1001 or PSYC 1001Y or PSYC 1002 or PSYC 1003

**BS in Human Services Child and Adolescent Development Concentration**
- None

**BS in Psychology**
- PSYC 1001 or PSYC 1001Y
- PSYC 2000

**BS in Public Health Psychology and Behavior Concentration**
- PSYC 1001 or PSYC 1001Y or PSYC 1002 or PSYC 1003
All Other Programs

- PSYC 1001 or PSYC 1001Y

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 2006 - Introduction to Addiction

(5 cr.)
Students in this course are introduced to the nature of addiction and the impairment in individuals who suffer from addictions. It includes a review of theories on substance disorders and approaches to identification, prevention, and treatment. Topics include historical perspectives, diagnoses, types of addictive behaviors, treatment, and current research.

Prerequisites
BS in Psychology
- PSYC 1001 or PSYC 1001Y
- PSYC 2000

All Other Programs
- PSYC 1001 or PSYC 1001Y

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 2008 - Learning

(5 cr.)
How do people learn, and what strategies maximize learning? In this course, students have an introduction to the behavioral and cognitive bases of learning and memory. Students engage in contextual and application-based assignments, such as simulation lab work, focusing on classical and operant conditioning, cognitive theories of learning, and introductory concepts of memory. Students apply learning principles and concepts, such as social learning theory and locus of control, to real-world behavior and performance.

Prerequisites
BS in Psychology
- PSYC 1001 or PSYC 1001Y
- PSYC 2000

All Other Programs
- PSYC 1001 or PSYC 1001Y

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
PSYC 2009 - Theories of Personality♦

(5 cr.)
This course is an introduction to the theoretical approaches to understanding personality. Students examine key theorists and theories including psychoanalytic, neoanalytic, humanistic, trait, biological, behaviorist, and social-cognitive approaches. Perspectives on personality are applied to personal and social issues.

Prerequisites
BS in Psychology
- PSYC 1001 or PSYC 1001Y
- PSYC 2000

All Other Programs
- PSYC 1001 OR PSYC 1001Y

♦Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 2100 - Workplace Psychology

(5 cr.)
Students will be introduced to the field of industrial organizational psychology where the principles of psychology are applied within the workplace. Key topics will illustrate how the tenets of industrial organizational psychology apply at three levels: the individual, group, and organizational levels. Students will also explore each side of the field: Industrial and Organizational sides. On the industrial side, students will examine job analysis, selection, training, and performance measurement. Focusing on the organizational psychology side, students will explore motivation, teams, communication, and leadership in organizations. Lastly, ethics, culture, and legal implications will be integrated throughout the course.

Prerequisites
BS in Psychology
- PSYC 1001 or PSYC 1001Y
- PSYC 2000

All Other Programs
- PSYC 1001 or PSYC 1001Y

PSYC 2101 - Introduction to Forensic Psychology♦

(5 cr.)
Students in this course are provided with an expansive overview of forensic psychology, including basic tenets, practices, and procedures. Students explore subspecialties of forensic psychology; roles and responsibilities; and related legal, ethical, and diversity
issues. They learn how forensic psychology links to the criminal justice system as they explore related topics, including criminal profiling, police psychology, psychology in the criminal courts, and correctional psychology. Through this course, students acquire a broad understanding of forensic psychology theories and concepts, which they apply to the analysis of controversial issues and contemporary challenges within the field.

Prerequisites

BS in Psychology
- PSYC 1001 or PSYC 1001Y or PSYC 1002 or PSYC 1003
- PSYC 2000

All Other Programs
- PSYC 1001 or PSYC 1001Y or PSYC 1002 or PSYC 1003

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 3001 - Cognitive Psychology

(5 cr.)

Students in this course are provided with a comprehensive overview of cognitive psychology, the scientific study of mental processes: How people acquire, store, transform, use, and communicate information. Topics may include perception, attention, language, memory, reasoning, problem solving, decision making, and creativity.

Prerequisites

BS in Psychology
- PSYC 1001 or PSYC 1001Y
- PSYC 2000

All Other Programs
- PSYC 1001 or PSYC 1001Y

PSYC 3002 - Introduction to Basic Statistics♦

(5 cr.)

A hallmark of science is the use of numbers to convey research findings; understanding these numbers has both practical and academic value. In this course, students examine basic statistical principles and vocabulary, differentiating methods of data analysis, and interpreting statistical results. The goal of the course is for students to better understand the importance of statistics in research.

Prerequisites

BS in Human Services Psychology Concentration
- PSYC 1001 or PSYC 1001Y or PSYC 1002 or PSYC 1003

BS in Psychology
- PSYC 1001 or (PSYC 1002 and PSYC 1003)
PSYC 2000
PSYC 1001 or (PSYC 1002 and PSYC 1003)
MATH 1030

All Other Programs

- PSYC 1001 or (PSYC 1002 and PSYC 1003)
- MATH 1030

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 3003 - Methods in Psychological Inquiry

(5 cr.)
A variety of factors may cloud judgment when interpreting experiences. In this course, students learn about research methods that psychologists use to test hypotheses in an objective and systematic manner to minimize biases, providing a framework for more accurate conclusions. Students examine experimental and non-experimental methods, issues related to the validity and reliability of measurement, dependent and independent variables, sampling, and ethical concerns related to psychological research.

Prerequisites
BS in Human Services Psychology Concentration
- PSYC 1001 or PSYC 1001Y or PSYC 1002 or PSYC 1003

BS in Psychology
- PSYC 1001 or (PSYC 1002 and PSYC 1003)
- PSYC 2000
- PSYC 3002

All Other Programs
- PSYC 1001 or (PSYC 1002 and PSYC 1003)
- PSYC 3002

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 3004 - Psychological Disorders

(5 cr.)
Psychological disorders form the basis of diagnosis in psychology. In this course, students examine a wide variety of common psychological disorders, including mood, thought, anxiety, substance abuse, sexual, personality, and dissociative disorders. Students also explore underlying causes, symptoms, diagnoses, and treatments. They examine concepts of normal and abnormal as related to psychology, methods used in the process of diagnosis, and the measurement of psychological functioning. Students also differentiate among disorders and learn limits to effective diagnosis. Applying
concepts and theories learned in the course, students demonstrate their understanding through practical application and case study assignments.

Prerequisites
BS in Psychology
- PSYC 1001 or PSYC 1001Y
- PSYC 2000
All Other Programs
- PSYC 1001 or PSYC 1001Y

◊ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.);1-443-627-7222 (toll)] for more information.

PSYC 3005 - Racial and Ethnic Identities♦

(5 cr.)
Most people recognize and appreciate the individuality of human beings, including race and ethnicity as related to self-perception and to the perception of others. In this course, students explore their own racial and ethnic identities in the context of contemporary psychological knowledge as well as contemporary issues and challenges related to race and ethnicity. Students explore and discuss a variety of topics, including the development of racial and ethnic identities; social classification; privilege and stigma; perceptions of racial and ethnic identities; assimilation; inequalities in race and ethnicity; and the relationship of race and ethnicity to social change. Students apply psychological concepts to better understand their own sense of ethnic and racial identities and how these identities shape their experiences in the world.

Prerequisites
BS in Human Services Psychology Concentration
- PSYC 1001 or PSYC 1001Y or PSYC 1002 or PSYC 1003
BS in Psychology
- PSYC 1001 or PSYC 1001Y
- PSYC 2000
All Other Programs
- PSYC 1001 or PSYC 1001Y

◊ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.);1-443-627-7222 (toll)] for more information.

PSYC 3006 - Psychology of Gender♦

(5 cr.)
Researchers have demonstrated that there are few psychological differences between men and women. And yet history and conventional thinking indicate otherwise. Students
in this course are introduced to the basic theories, principles, and applications of gender and gender differences. Students explore distinctions between sex and gender, masculinity and femininity, and sexuality and sexual orientation; gender differences in social behavior, perception, and cognitive abilities; and cross-cultural research on gender and sexuality. Through discussions and applications, students debunk myths surrounding sex and gender similarities and differences, and they apply theories to case examples and individual experiences.

Prerequisites
BS in Psychology
- PSYC 1001 or (PSYC 1002 and PSYC 1003)
- PSYC 2000

All Other Programs
- PSYC 1001 or PSYC 1001Y or PSYC 1002 or PSYC 1003

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.);1-443-627-7222 (toll)] for more information.

PSYC 3007 - Influence and Persuasion✦

(5 cr.) Students in this course examine major concepts and theories of influence and persuasion. Understanding the psychology of influence and persuasion, and recognizing how we use it in daily interactions—or how we experience it used by others—is a vital component of making positive decisions about relationships and careers, as well as everyday challenges and opportunities in our lives. Students will apply specific theories to common situations to analyze and evaluate the impact of influence and persuasion on their own and others' attitudes, beliefs, and behavior. Particular areas of study include influence and persuasion in daily communication; cultural considerations; media and consumer behavior; and politics and leader influence. Throughout the course, students also apply self-reflection strategies to case studies and their personal experiences and also assess the ethical aspects of influence and persuasion.

Prerequisites
BS in Psychology
- PSYC 1001 (or PSYC 1002 and PSYC 1003)
- PSYC 2000

All Other Programs
- PSYC 1001 or PSYC 1001Y or PSYC 1002 or PSYC 1003

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.);1-443-627-7222 (toll)] for more information.

PSYC 3009 - Psychology of Leadership✦
Are leaders made or born? This question has been debated for decades. Building on requisite comprehension of psychology, such as understanding development and behavior, mental processes, and how people interact, students apply this knowledge in consideration of what makes a leader. They examine theories and principles of leadership and leader development. Students engage in coursework focused on leadership styles, characteristics and qualities of effective leaders, cultural issues, empowerment and development, ethics and values, and global leadership. They apply leadership concepts and principles to personal experiences to contextualize theory and further examine the leadership role.

**Prerequisites**

**BS in Human Services Leadership and Administration Concentration**
- PSYC 1001 or PSYC 1001Y or PSYC 1002 or PSYC 1003

**BS in Psychology**
- PSYC 1001 or PSYC 1001Y
- PSYC 2000

**All Other Programs**
- PSYC 1001 or PSYC 1001Y

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**PSYC 3011 - Addictions Assessment**

(5 cr.)

Students in this course focus on learning a systematic, multidisciplinary approach to the assessment and interpretation of data collected from clients with addictions. The most current screening, assessment, and documentation approaches will be reviewed.

**Prerequisites**
- PSYC 1001 or PSYC 1001Y
- PSYC 2000
- PSYC 2006

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**PSYC 3012 - Prevention and Treatment of Addictions**

(5 cr.)

Models and theories of addiction are covered, as well as various treatment approaches. Prevention in various settings is addressed, including the etiology, patterns, and risk factors of addiction, as well as strategies for prevention. Treatment methodology, treatment planning, goal setting, and evaluation are also addressed. The multicultural
context of addiction and client diversity are included.

Prerequisites
- PSYC 1001 or PSYC 1001Y
- PSYC 2000
- PSYC 2006

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 4001 - Cultural Perspectives in Health Psychology**

(5 cr.)
How does one's culture influence health-related behavior and how does culture impact an individual's response to stress, pain, and illness? In this course, students learn how biological, psychological, sociological, and cognitive factors affect individual health behaviors. Students engage in discussions and practical, application-based assignments on a variety of topics, including cultural responses to health, stress management, and coping mechanisms; pain theory and management techniques; health psychology theories and models; and strategies for helping people achieve health psychology goals when faced with illness. Students apply principles of health psychology to case studies and real-life examples related to promoting, achieving, and maintaining optimal health as well as psychological adjustment to illness in different cultures.

Prerequisites
- BS in Health Studies Health Psychology and Behavior Concentration
  - PSYC 1001 or PSYC 1001Y or PSYC 1002 or PSYC 1003
- BS in Human Services Leadership and Administration Concentration
  - PSYC 1001 or PSYC 1001Y or PSYC 1002 or PSYC 1003
- BS in Psychology
  - PSYC 1001 or (PSYC 1002 and PSYC 1003)
  - PSYC 2000
- BS in Public Health Psychology and Behavior Concentration
  - PSYC 1001 or PSYC 1001Y or PSYC 1002 or PSYC 1003
- All Other Programs
  - PSYC 1001 or PSYC 1001Y

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 4002 - Brain and Behavior**

(5 cr.)
The study of the brain and how it functions has contributed significantly to the
understanding of how people react and adapt to their environments. In this course, students examine basic brain physiology and learn how the brain functions to control behavior. Students explore specific applications of brain structure to memory and attention, sensation and perception, development, socialization, motivation and emotion, and socialization. They apply concepts and theories about the brain to psychological health and well-being.

**Prerequisites**

**BS in Psychology**
- PSYC 1001 or PSYC 1001Y
- PSYC 2000

**All Other Programs**
- PSYC 1001 or PSYC 1001Y

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 4003 - Case Management and Addictions**

(5 cr.)
Students in this course explore the definitions and methodologies of case management services. The course is designed to provide students with the most up-to-date research and clinical applications of services management in the practice of addictions counseling.

**Prerequisites**
- PSYC 1001 or PSYC 1001Y
- PSYC 2000
- PSYC 2006

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 4006 - Global Perspectives in Psychology**

(5 cr.)
While traditional psychology in the United States has been Western in focus, increased globalization has promoted an examination into human behavior from a broader perspective that includes the influence of cultural and global trends on individual and group behavior. In this course, students explore a variety of global perspectives in psychology as well as some of the issues and controversies facilitated by differing cultures. They explore and discuss trends and research methods in global psychology, indigenous psychology, psychotherapy in a global world, and the role of psychologists internationally. Students critically evaluate psychological issues from a global rather than a domestic perspective.
Prerequisites

BS in Psychology
- PSYC 1001 or (PSYC 1002 and PSYC 1003)
- PSYC 2000

All Other Programs
- PSYC 1001 or PSYC 1001Y or PSYC 1002 or PSYC 1003

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 4008 - Intergroup Conflict and Peace Building

(5 cr.)
In a world encumbered with conflict, tension, and injustice, strategies for building peace are essential. In this course, students assess theories and principles of conflict management and resolution. They examine and employ theories and applications of intergroup dynamics; principles and underlying philosophies of non-violence; and social science principles to understand conflict and promote peace. Students gain practical experience applying principles of peace building to proposing solutions for contemporary, individual, and social issues.

Prerequisites

BS in Psychology
- PSYC 1001 or PSYC 1001Y
- PSYC 2000

All Other Programs
- PSYC 1001 or PSYC 1001Y

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 4010 - Psychology Capstone

(5 cr.)
In this course, students integrate knowledge and skills attained through their psychology coursework to create a final Capstone Paper that examines one area of psychology through a professional lens. In addition, students engage in scholarly discourse about key issues and theories, including ethics, learned throughout the program. Finally, students reflect on their experience in the program and consider career possibilities that might utilize their learning while considering ways to contribute to positive social change.

Prerequisites
- PSYC 1001 or PSYC 1001Y or PSYC 1002 or PSYC 1003
- PSYC 2000
- PSYC 2001
• PSYC 2009
• PSYC 3002
• PSYC 3003

PSYC 4014 - Health Psychology

(5 cr.)
Health and wellness involve more than physical symptoms and diseases. Health psychology is a dynamic course that gives students the opportunity to explore the field of health psychology, with a focus on how physical, psychological, sociocultural, economic, and spiritual factors impact health and wellness. Throughout the course, students examine the importance of health disparities and health literacy, explore strategies for promoting health enhancing behaviors, and apply health psychology research to various health issues. Students also apply their learning to the development of their own health goals. The course culminates in a case study that synthesizes students' learning from the previous weeks.

Prerequisites
BS in Psychology
• PSYC 1001
• PSYC 2000

All Other Programs
• PSYC 1001

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 4110 - Forensic Evaluation

(5 cr.)
In this course students are introduced to the basic procedures for interviewing and evaluating individuals within the legal system. Students learn about various interview and evaluation strategies, including unique challenges presented when working with special populations. In addition, effective behavioral observation strategies are identified. Methods for effectively recording information from interviews and observations are covered, and best practices for preparing forensic reports are presented.

Prerequisites
BS in Psychology
• PSYC 1001 or PSYC 1001Y or PSYC 1002 or PSYC 1003
• PSYC 2000
• PSYC 2101 or FPSY 2101

All Other Programs
• PSYC 1001 or PSYC 1001Y or PSYC 1002 or PSYC 1003
PSYC 2101 or FPSY 2101

PSYC 4920 - Applications of Forensic Psychology

(5 cr.)
In this course, students gain the contemporary knowledge needed to apply ethical practice and professional responsibilities while working in the field of forensic psychology. The American Psychological Society’s Ethical Principles of Psychologists and Code of Conduct as well as the American Psychology—Law Society’s Specialty Guidelines for Forensic Psychology are mainstays in this course. Additionally, the various roles and responsibilities of a forensic psychologist are covered.

Prerequisites

BS in Psychology
- PSYC 1001 or PSYC 1001Y or PSYC 1002 or PSYC 1003
- PSYC 2000
- PSYC 2101 or FPSY 2101

All Other Programs
- PSYC 1001 or PSYC 1001Y or PSYC 1002 or PSYC 1003
- PSYC 2101 or FPSY 2101

PSYC 5005 - Business Concepts for the Organizational Development Professional

(5 cr.)
Organizational success depends on many aspects, such as human and market factors. In this course, students explore these factors as well as the language of work, business, and management structures and processes. They also examine related topics, such as finance, marketing, accounting, strategic planning, organizational design, and quality and process improvement. Students apply concepts and theories to case study scenarios and real-life situations. They also demonstrate their knowledge through a health audit of an actual organization, for which they provide a synopsis of a variety of organization aspects, such as ethical and legal issues, organizational architecture, group relations, human factors, and accounting and financial factors, among others.

Note: To register for this course, please contact the Student Success Advising Team.

PSYC 5100 - Themes and Theories of Psychology

(5 cr.)
In this course, students are introduced to theories, research, and themes that form the tenets of psychology. Basic theoretical models are reviewed, including psychodynamic, cognitive, developmental, social learning/sociocognitive, behaviorist, learning and motivation, systems, biopsychosocial, and gender theories. Theories encompassing diverse populations, including cross-cultural and feminist theories, are also covered.
Students critically examine the strengths and limitations of these theories and their utility in the field of psychology. Contemporary themes in psychology are explored, with an emphasis on application of theories designed to effect positive social change.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 5101 - Foundations for Graduate Study in Counseling**

(1 cr.)
Students in this course are introduced to Walden University and to the requirements for successful participation in an online curriculum. They are provided with a foundation for academic and professional success as scholar-practitioners and social change agents. Topics include the relation of mission and vision to professional goals; development of the Professional Development Plan; strategies for online success; introduction to the online library; and introduction to critical thinking, professional writing, and academic integrity. The focus of course assignments is on the practical application of writing and critical-thinking skills and the promotion of professional and academic excellence as they relate to practice in counseling.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information. (Co-requisites: PSYC 5101 with PSYC 5102)

**PSYC 5102 - Introduction to Mental Health Counseling**

(5 cr.)
Students are introduced to the mental health counseling profession in this course. The history, philosophy, and theoretical foundations of the profession, and the scope of practice, credentialing, and other professional issues are explored. The focus in this course is on the student as a future mental health counselor. Students receive an overview of the mental health counseling program, the profession, and professional competencies.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 5103 - Introduction to Addiction**

(5 cr.)
Students in this course are introduced to aspects of professional functioning as an addiction counselor, including but not limited to role setting of addiction counselors; history, philosophy, and trends in addictions counseling; professional standards for addictions counselors; effects of crises and trauma-causing events on persons with addictions; self-care; and ethical and culturally sensitive practice of addiction counseling. Students also explore competencies, credentialing, and other professional issues.
Students explore the future as addiction counselors as well as an overview of the addiction counseling profession.

**PSYC 5121 - Development in the Digital Age**

(5 cr.)

Students in this course examine the impact of social media and other digital technology on children, teens, and adults and at different stages of cognitive, social, and emotional development. They also examine how identity development, relationships, and socialization can be affected by the use of digital and social media. Students receive a historic review of electronic media research, including the effect of violent television on viewer behavior, which provides a foundation to examine the current impact of digital media. Current issues such as sexting, online harassment, cyberbullying, and cyberstalking are explored, along with strategies for mitigating these issues. Similarly, positive impacts of social media, such as building social groups, finding communities, overriding generational gaps, seeking health and mental health support and resources, are also explored. Students also examine generational, socioeconomic, and cultural differences in access to and use of digital media. Digital media literacy and public policy are explored, with an emphasis on positive social change.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**PSYC 5122 - Understanding Digital Data in the Changing Economic Landscape**

(5 cr.)

Digital technology has impacted all aspects of human life, including the economy. With the advent of e-commerce, the economic landscape has changed drastically in the 21st century. E-commerce businesses, such as Amazon, eBay, Uber, Airbnb, Tod’s, and Starbucks have impacted the economic landscape at both micro- and macro-levels, ranging from people’s personal finances to larger economic activities such as jobs, investments, and inflation. In this course, students examine consumer behaviors before, during, and after the purchase experience. With the proliferation of digital media, businesses have begun focusing more on processing and analyzing digital data for business performance. Digital data analytics can be utilized to interpret consumer attitudes, examine the relationship between consumers and businesses, and to explore their satisfaction levels, among other factors. Students examine case studies illustrating the influences that digital data analytics may have on business performance, apply analytic tools for analyzing consumer digital data, and explore digital technology trends and their impact on consumer satisfaction.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**PSYC 5123 - Personal and Social Life in the Digital World**
The course explores the interaction of technology, culture, and society, specifically how human development, actions, behaviors, and groups are influenced and shaped by media and technology. The impact of media and technology affects us throughout the life cycle—including childhood, adolescence, adulthood, and old age. In today’s high-tech world, just about every aspect of our lives—our educations, careers, and relationships—leave digital footprints. Accordingly, the importance of maintaining a high level of media and technology literacy is greater than ever before. Our increasingly technological world provides many opportunities and benefits; however, it also brings with it challenges and risks, such as digital victimization, breach of privacy and security, and human trafficking, among many others. It is up to each individual to take personal responsibility for the way they interact with media and technology. This course examines how to be a mindful consumer of technology and considers ways to harness it to effect positive social change.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 5131 - Theories of Learning

An in-depth study of modern learning theory, its historical context, theoretical ideas, research, and applications in various learning environments are provided to students in this course. The theoretical ideas of the major paradigms of learning, such as behaviorism, gestalt, cognitivism, information processing, constructivism, and humanism, will be covered. Students in the course will also review current theories of cognitive processes such as language, memory, and intelligence and examine how differences in cognitive levels throughout the lifespan mediate learning of educational subject matters.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 5202 - Theories, Treatment, and Case Management of Addiction

Students in this course explore treatment intervention and case management strategies for addiction counseling, using various models of treatment, recovery, relapse prevention, and continuing care for addictive disorders. They learn treatment principles and philosophies of addiction-related programs, and they increase self-awareness as addiction counselors by assessing their own limitations; recognizing when they need additional resources and support; and knowing when and where to refer clients when appropriate. In addition, students examine substance abuse policies and regulatory processes that influence service delivery in addiction counseling.

PSYC 5203 - Psychopharmacology and Biopsychosocial Considerations
The potential for addictive disorders to present like a variety of medical and psychological disorders is common. In this course, students examine how to treat addictions that may coexist with depression, anxiety, bipolar disorder, obsessive-compulsive behavior, and other psychological disorders as described in the DSM-IV-TR. They survey a spectrum of psychotropic medications and their use in the treatment of mental, behavioral, and addictive disorders. Students also explore factors that increase the likelihood for a person, community, or group to be at risk for psychoactive substance use disorders. Through this course, students gain an understanding of the basic classifications, indications, and contraindications of commonly prescribed medications so that they make appropriate referrals within treatment teams.

PSYC 5204 - Assessment in Counseling and Addiction

Students in this course receive an overview of the different types of diagnostic and assessment tools used in addictions counseling based on professional standards for testing. Students engage in a comprehensive examination of psychometric properties used to develop and evaluate these instruments. They learn various models and approaches to clinical evaluations for addictive disorders and examine the appropriate use of assessments for addictions. Moreover, students learn how to assess for a biopsychosocial and spiritual history, and they address ethical, legal, and sociocultural issues, including cultural bias and fairness.

PSYC 5205 - History and Systems of Psychology

In this course, students focus on the historical and philosophical roots of psychology and counseling. Through conceptual and application-based assignments, students learn about structuralism, functionalism, behaviorism, psychoanalysis, gestaltism, and existentialism as well as contemporary perspectives, including evolutionary psychology, positive psychology, postmodernism, and feminist psychology. Students demonstrate and apply their knowledge through an integrative writing assignment in which they address the developmental history of a major area of study within a subdivision of psychology. Students also explore and consider themes of diversity and multiculturalism in psychology and counseling within each of the perspectives.

Note: To register for this course, please contact the Student Success Advising Team.

PSYC 5211 - Contemporary Issues in Psychology

Students in this course are provided with an advanced-level overview of the core areas, topics, and concepts in psychology as well as considerations for related contemporary issues. They engage in a variety of conceptual and application-based assignments on the
biological bases of behavior, learning and memory, cognition, motivation, lifespan development, theories of personality, stress and coping, psychological disorders, and social psychology. Students practice and develop critical-reading and analysis skills through reviews of journal articles and media publications. Through these reviews, students focus specifically on distinguishing facts and opinions, identifying bias in writing, and discovering the importance of data and evidence. Students use this knowledge in the analysis and composition of scientific writing. They also assess and incorporate themes of diversity in their study and assignments.

PSYC 5212 - Principles of Organizational Psychology and Development

(5 cr.)
Students in this course are provided with the theoretical foundation for organizational inquiry. Students build on their knowledge of the contemporary business environment to gain a deeper understanding of how organizations function as well as how strategic design can affect efficiency and productivity. Students explore change management; organizational culture, behavior, and development; group dynamics; and systems-level thinking. Sharpening critical-thinking and creative skills, students employ course concepts to identify organizational development opportunities based on an in-depth analysis of an organization. Through this project, students gain awareness of practical strategies for organizational development efforts.

Note: To register for this course, please contact the Student Success Advising Team.

PSYC 5214 - Consulting for Organizational Change♦

(5 cr.)
Organizational and professional development (OPD) professionals promote and implement organizational change by using fundamental techniques of change management. Students in this course examine and apply these tools, including consulting competencies, approaches, and organizational change models to learn the skills of an OPD consultant. Students explore methods for accelerating individual, group, and organizational performance through consulting, coaching, and change management. They also explore related topics, such as organizational assessment; team development; strategic planning; group dynamics; power, politics, and influence; leadership; and conflict management. Students apply course concepts to the assessment of an organization and the development of strategies to address identified needs for change.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 5215 - Lifespan Development

(5 cr.)
Students in this course receive an advanced overview of development through the lifespan, including prenatal, childhood, adolescent, adult, and late adult phases. Basic
developmental processes and theories are examined and applied to developmental milestones that occur within these phases of development. Themes of diversity are highlighted throughout the course. Additional topics include ethics, research, global perspectives, and social change.

**PSYC 5216 - Dynamics of Contemporary, International, and Virtual Organizations♦**

(5 cr.)
Globalization, technological innovation, and market factors continually change the context of business, requiring professionals who understand how organizations function to work through challenges and harness opportunities for change. In this course, students explore the implications of the changing nature of organizations as well as the emergence of international and virtual organizations in a global economy. Through contextual and application-based assignments, students address the unique opportunities and challenges for government, for-profit, nonprofit, international, and virtual organizations. Applying acquired knowledge and skills, students provide a diagnosis and recommendations for a specific organization’s development efforts.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 5220 - Psychology of Personality**

(5 cr.)
Students in this course are introduced to the major theories of personality and personality assessment approaches. Research that supports various theories is presented. Basic concepts and principles of the various schools of thought are discussed. Major topics include psychoanalytic, biological, behaviorist, learning, social-cognitive, trait and skill, humanistic, and existential aspects of personality, as well as individual, cultural, and gender differences in personality. Themes of diversity are highlighted throughout the course.

**PSYC 5225 - Biopsychology♦**

(5 cr.)
An important branch of psychology, known as biopsychology, combines neuroscience with basic psychological models for the purpose of understanding how the brain and neurotransmitters influence human behavior. In this course, students examine the structure and functions of the central and peripheral nervous systems and explore the impact of neurobiology, endocrinology, and physiology on human behavior. They learn about brain functioning, including exploration of neural conduction; effects of neurotransmitters; sensory systems; and mechanisms of attention, memory, perception, and language. Students also explore literature addressing issues related to neuroplasticity, lateralization, and regeneration. Applying knowledge and skills gained throughout the course, students develop a final research paper through which they
synthesize biopsychology concepts, critically analyze related research, and demonstrate APA-writing ability.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**PSYC 5235 - Cognitive Psychology**

(5 cr.)
The course is based in cognitive neuroscience, and students start with an overview of the history of the field and approaches used to study the mind. Students continue with an examination of the fundamentals of cognition. They examine various domains of cognitive psychology, including how information is acquired (i.e., basic learning processes, perception, and attention); fundamental issues of memory and representations of knowledge; language and understanding; thinking (e.g., reasoning, problem-solving, expertise and creativity, and judgment and decision making); and emotions. Additionally, students explore individual and cultural differences across domains. Students apply theories and concepts to analyze and report on the impact of cognitive psychological research on a contemporary issue of interest.

*Note:* To register for this course, please contact the Student Success Advising Team.

**PSYC 5240 - Human Motivation**

(5 cr.)
Students in this course receive an overview of physiological, psychological, and social aspects in the study of motivation and includes an exploration of historical and contemporary theories and perspectives. Students emphasize both conceptual understanding of theories associated with motivation and their applications to personal, professional, and social issues. Major topics include physiological, learned, cognitive, and emotional aspects of motivation. Themes of diversity are threaded throughout the course.

*Note:* To register for this course, please contact the Student Success Advising Team.

**PSYC 5242 - Changing Health Behavior: Theory and Practice**

(5 cr.)
Students in this course review past and current models of health behavior change, disease prevention, disease management, and relapse prevention. They cover health-related issues, including dietary needs, tobacco and drug use, safer sexual practices, and stress management. In addition, students examine the analysis of behavior change within specific populations (young, elderly, cognitively impaired, etc.) and factors that predict or serve as obstacles to lifestyle change and adherence.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*
PSYC 5245 - Social Psychology

(5 cr.)
In this course, you will use the lens of social psychology to examine both social cognitions and social behavior—nearly all phenomena that pertain to the individual in society. You will explore the topics of perceptions, attitudes, relationships and attraction, the motivation to help others, prejudice and aggression, conformity and obedience, group behavior, and the influence of culture, and consider how knowledge of these topics can be used to effect positive social change. Your application of what you learn in this course culminates in a final project in which you develop a plan for using social psychology research to address a significant social problem. Moreover, your learning in this course will extend to your personal and professional life, and truly enable you to effect positive social change as a scholar-practitioner committed to doing so.

PSYC 5296 - Social Cognition and Attitudes♦

(5 cr.)
In this course, students are oriented to key elements in social cognitive processing as a subspecialty of social psychology, including attribution theory, schema theory, social cognition relative to self, the role of attention/consciousness in social cognition, errors and biases in social thought, heuristics, person memory, affect and cognition, attitudes, social influence, and behavior relative to social cognition. Students investigate the structure and function of attitudes and how they are formed and maintained. They also examine the connection between attitudes and behavior and how attitudes are changed through the process of persuasion and cognitive dissonance.

Prerequisites
- PSYC 5245

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 5305 - Statistics 1

(5 cr.)
Psychology practitioners use statistics in a variety of professional undertakings, such as creating studies to assess human behavior or deciding which treatment approaches are most effective for a specific client. Students in this course are provided with a thorough analysis of basic descriptive and inferential statistical methods commonly used in the social sciences. Students work toward developing the skills with which to write, analyze, and critique social science research. They learn various methods, including computation and analysis of frequency distributions, measures of central tendency, and statistical hypothesis testing. Students also examine statistical tests (and underlying assumptions), including z-score; single-sample, independent-sample, and related-sample t-tests; analysis of variance; correlation, regression; and chi-square tests. Students in this course are also
introduced to the SPSS statistical software package.

Note: To register for this course, please contact the Student Success Advising Team.

**PSYC 5306 - Ethics and Legal Issues in Counseling**

(5 cr.)
Students in this course are provided with an introduction to the field of professional counseling and the foundations of counseling. Students explore the history, philosophy, cultural dynamics, and trends in professional counseling. They examine consultation as well as client and counselor advocacy, focusing on the counselor’s role as social change agent. Students also examine and apply ethical standards of the counseling profession, including the American Counseling Association (ACA) Code of Ethics and counselor ethical decision-making processes. Through a final reflective project designed to influence their future ethical framework, students define their ethical perspectives, including influences, values, and goals.

**PSYC 5310 - Research Design**

(5 cr.)
In this course, students have the opportunity to build a foundation in the design of qualitative, quantitative, and mixed-method approaches to psychological research. Students learn the strengths and limitations of each method and under what circumstances each approach would be the most appropriate research design. They also learn the importance of scholarly writing as well as how to identify a topic for research and how to conduct a literature search. Students gain hands-on practice developing a research proposal through which they address key elements, such as collecting and analyzing data, writing an introduction, stating a purpose for the study, identifying research questions and hypotheses, using theory, and defining the significance of the study. Additionally, students consider the legal and ethical issues associated with human subjects’ protection.

Prerequisites
- PSYC 4305

**PSYC 5315 - Tests and Measurement**

(5 cr.)
Students in this course are provided with an overview of the different types of tests used in clinical, educational, and organizational settings. Students engage in a comprehensive examination of psychometric properties used to develop and evaluate these instruments. They examine normative sampling and standardization, reliability and validity, test score interpretation, and test development. Students also consider related ethical, legal, and sociocultural issues, including cultural bias and fairness. Professional
standards for testing provide a foundation for the course.

Note: To register for this course, please contact the Student Success Advising Team.

PSYC 5316 - Techniques in Counseling

(5 cr.)
Personal attitudes, values, and beliefs often affect a counselor's ability to establish an appropriate relationship and rapport with clients. In this course, students learn to evaluate their personal attitudes and beliefs to positively influence their counseling approaches. They explore principles and skills related to interviewing and observation, and they examine related legal, ethical, and cultural issues. Students gain practice in conducting interviews, making behavioral observations, collecting and interpreting data during an interview, and developing written reports of findings. Synthesizing concepts, skills, and personal reflections, students demonstrate their ability to engage in a counseling session using techniques learned throughout the course.

Note: Students are required to have access to a video recording device, a tripod, and an audio recording device, which they will begin using the first week of class.

PSYC 5400 - Diversity in Child/Adolescent Development and Learning

(5 cr.)
Diversity can have a profound influence on children's and adolescents' development and learning. Students in this course explore areas of diversity, such as gender, culture, language, disability, and sexual orientation and how they influence developmental and learning needs of this particular population. Applying core concepts and theories of development and learning, psychology students engage in practical approaches through which they reflect on their own perspectives and preconceptions and learn the complex ways diversity influences development and learning of the children and teenagers. Moreover, using the latest research and resources, students work toward gaining knowledge and skills for improving developmental and learning outcomes for children and adolescents.

PSYC 5480 - Psychology of Organizational Behavior

(5 cr.)
Students in this course examine the application of behavioral theories in organizational settings. The focus is on individual, group, and organizational behavior. Topics include individual differences in employee motivation and job satisfaction, group development, team building, organizational leadership, and organizational design, culture, and development. Students acquire a broad knowledge base in organizational psychology, its research, and its applications.
PSYC 5540 - Strategic Planning, Management, and Leadership in a Global Context♦

(5 cr.)
Public policy implementation can take place in various types of organizations. In this course, learners engage in a collaborative study of strategic planning, management, and leadership in the context of public and nonprofit organizations. Students in this course identify, analyze, and evaluate the intricate relationships between strategic planning, management, and leadership from an international perspective. Students connect three key institutional elements: thinking, acting, and leading strategically. Students apply a management systems approach as they develop, adopt, manage, and lead a strategic plan for an international public or nonprofit organization or with an international focus. Students will understand the strategic context for practical decision making for international public and nonprofit organizations, emphasizing the central role of the environment in the strategic planning process. Students are offered a hands-on approach in this course that tests their ability to make effective and timely management and leadership decisions in complex and uncertain conditions.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 5573 - Child and Adolescent Health♦

(5 cr.)
Students in this course learn about diseases and disorders in children and adolescents. Topics include diabetes, anorexia, headaches, epilepsy, burn injuries, cystic fibrosis, asthma, addiction, and adolescent obesity. Health promotion for children and adolescents is discussed, including cardiovascular health, nutrition, and exercise. Also covered are insights into special issues such as post-traumatic stress disorder, daily stress, sexually transmitted diseases, sleep disorders, and ethical and legal issues in pediatric and adolescent health psychology.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 5701 - Culture and Psychology

(5 cr.)
Students in this course explore the cultural components, research, and theory of cross-cultural psychology. In addition to the previously listed goals, students focus on the impact that culture has on the field of psychology around the world. The scope of this course is broad, with the core theme being cross-cultural psychology (focusing on cultures representing different parts of the world) and comparing cultural influence on human psychology. Many of the topics addressed in the course are related to human development. Additionally, interactions between culture and social behaviors, health,
mental health, and mental illnesses are emphasized throughout the duration of this course.

**PSYC 5705 - Organizational Behavior Performance and Evaluation**

(5 cr.)
The focus of this organizational behavior and human capital development course is on organizational behavior, motivation, collaboration, and performance and evaluation of individuals and teams. Some of the questions that may be explored relate to how human resource managers motivate and build resiliency in their organizational culture. Students will also consider the influence of organizational structure behavior on individuals and teams, how behavior and motivation are impacted in a global virtual environment, and the impact of expert systems and artificial intelligence on the behavior of employees.

◆ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 5706 - Ethics and Standards of Industrial Organizational Psychology**

(5 cr.)
Students in this course examine the origins of professional codes of ethics and standards of scientific psychology. Topics include ethical issues in academics (research, teaching, supervision), various work settings (assessment, consulting), and ethics involved in working with diverse populations. Additionally, students are introduced to forensic psychology and ethical issues related to the legal system. Students also explore how cultural factors are addressed in various ethical codes and the implications for scholar-practitioners.

◆ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 5722 - Counseling and Psychotherapy Theories**

(5 cr.)
There are hundreds of therapeutic theories and techniques available to frame the practice of counseling and psychotherapy. An important skill for mental health counselors is to understand the strengths and limitations of these theories to determine which are most appropriate and work best in their own personal practice. In this course, students explore the history of counseling and psychotherapy theories. They examine the major approaches to counseling and psychotherapy in current use, including empirical foundations, advantages, and limitations. Students assess examples of theory-based applications and develop a personal theory of counseling based on theories and techniques assessed in the course.

◆ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
PSYC 5723 - Multicultural Counseling♦

(5 cr.)
Students can increase their sensitivity, awareness and knowledge of, and skills related to multicultural counseling and working effectively with diverse clients in this course. Students explore how their own cultural development, biases, values, and strengths impact the development of their counseling approach. Embracing diversity and various client identity issues and their impact on the counseling relationship are foundational to the course. The application of traditional theoretical orientations and current multicultural theories to culturally diverse groups is also addressed. Topics include age, race, gender, sexual orientation, religious preference, physical disability, social class, ethnicity and culture, culturally sensitive diagnosis and assessment, and family patterns.
Prerequisites
• Counseling Residency I

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 5740 - Disaster, Crisis, and Trauma

(5 cr.)
Students in this course examine disaster, crisis, trauma, and their psychological impact on individuals, families, and communities. Students apply assessment and intervention strategies to a broad range of topics, including terrorism and genocide, combat and war, natural disasters, school crises, childhood trauma, and sexual assault and partner violence. The emphasis of the course is on the importance of culturally appropriate service delivery programs and interventions for individuals, families, and communities affected by disaster, crisis, and trauma.

PSYC 5741 - Psychology of Terrorism

(5 cr.)
Students in this course explore terrorism from a psychological perspective. Topics include types of terrorism; contributing factors related to the development of terrorists and terrorist organizations; counterterrorism agencies, laws, and regulations; the impact of terrorist events on individuals, families, and communities; prevention, intervention, and postvention with survivors; media coverage of terrorist events; human rights and ethical issues; and future trends related to the psychology of terrorism. Students examine the threat of terrorism in their own community; evaluate the potential impact; and apply prevention, intervention, and postvention strategies to promote resiliency among individual and families within the community.

PSYC 5745 - Health Psychology
Students in this course review the field of health psychology with a focus on the biopsychosocial model, and behavioral and biomedical theories are also discussed. Topics include the effect of psychological (personality), behavioral (health behaviors and coping), and social factors (stress and physician-patient relationships) on physical health and wellness. The course specifically addresses cardiovascular and immune health with a discussion of heart disease, stroke, cancer, and HIV/AIDS.

**PSYC 5750 - Leadership Development**

An understanding of the psychological principles of leader development often enhances leadership skills and ability to influence others to work toward common goals. In this course, students examine the psychology of leadership and leader development through cross-cultural, social, psychological, and political contexts. They identify and assess the psychological theories of leadership, leadership styles, qualities of great leaders, global leadership competencies, and instruments used to assess leadership and leadership potential. Students apply these psychological theories to assess and develop their own capacity for leadership.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**PSYC 5755 - Leadership and Leader Development**

Leadership is complex and requires an exploration of the nuances, theories, and development required to be an effective leader. Students are provided with an extensive overview of leadership theories examining leadership from historical to more contemporary perspectives. Some of the more contemporary topics explored include strategic and global leadership, team leadership, emotional intelligence, and crisis leadership. Students explore definitions of leadership, major theoretical leadership models, and contextual and situational factors related to leadership. Students also examine various perspectives on leadership and the role of leadership in the achievement of organizational, group, and individual goals. Students engage in application assignments and discussions, focusing on effective leadership issues and practices. Ethical, cultural, and global aspects of leadership will be explored throughout the course. Leader development will be emphasized as students examine different leadership issues.

**PSYC 5760 - Psychology and the Media**

Students in this course examine different types of media and how each affects individuals, groups, and cultures. Topics include the psychological impact of the media as it relates to violence, prosocial behaviors, sex and pornography, advertising, news and
politics, special populations, and culture and the global community. Students also examine ethical and legal issues related to psychology and the media and the impact of the media on social change.

**PSYC 5765 - Educational Psychology**

(5 cr.)
In this course, students examine the variables related to teaching and learning to understand how educational psychologists contribute to teacher effectiveness, student motivation, and overall academic achievement. They assess teaching methods, learning environments, curriculum development, educational achievement, and characteristics of teachers and learners. They also explore educational assessment, environmental issues, and educational research techniques. Students complete an article summary through which they explain the rationale, methods, findings, and implications of a current research issue. Sharing their topical summaries with the class, students gain multiple perspectives and make connections within the field of educational psychology.

**PSYC 5781 - Psychopathology From a Clinical Perspective**

(5 cr.)
Students in this course are provided with an in-depth examination of current theory and research associated with major psychological disorders and their diagnosis. The primary classification systems are explored in terms of their applicability and limitations. The factors that impact the assessment, diagnosis, and treatment of disorders along a continuum of mental health are explored. Application of the diagnostic criteria in terms of case conceptualization is emphasized.

**PSYC 6001 - Foundations for Graduate Study in Psychology**

(3 cr.)
Students in this course are introduced to Walden University and to the requirements for successful participation in an online curriculum. Students work toward building a foundation for academic and professional success as scholar-practitioners and social change agents. They assess the relationship of mission and vision to professional goals, and they develop a program of study, a professional development plan, and strategies for online success. Students also explore resources used throughout the program, such as the online Walden University Library. They engage in course assignments focused on the practical application of professional writing, critical-thinking skills, and the promotion of professional and academic excellence.

**PSYC 6002 - Foundations of Graduate Study in Psychology**

(3 cr.)
Students in this course are introduced to Walden University and to the requirements
for successful participation in an online curriculum. Students build a foundation for academic and professional success as social change agents. They assess the relationship of Walden’s mission and vision to professional goals. They establish connections with their peers and the broader Walden community. Students engage in course assignments focused on the practical application of scholarly writing, critical-thinking skills, academic integrity, ethics, and the promotion of professional and academic excellence within the field of psychology.

PSYC 6002A - Foundations for Graduate Study in Psychology

(3 cr.)
Students in this course are introduced to Walden University and to the requirements for successful participation in an online curriculum. Students build a foundation for academic and professional success as social change agents. They assess the relationship of Walden’s mission and vision to professional goals. They establish connections with their peers and the broader Walden community. Students engage in course assignments focused on the practical application of scholarly writing, critical-thinking skills, academic integrity, ethics, and the promotion of professional and academic excellence within the field of psychology.

PSYC 6005 - Business Concepts for the Organizational Development Professional♦

(5 cr.)
Organizational success depends on many aspects, such as human and market factors. In this course, students explore these factors as well as the language of work, business, and management structures and processes. They also examine related topics, such as finance, marketing, accounting, strategic planning, organizational design, and quality and process improvement. Students apply concepts and theories to case study scenarios and real-life situations. They also demonstrate their knowledge through a health audit of an actual organization, for which they provide a synopsis of a variety of organization aspects, such as ethical and legal issues, organizational architecture, group relations, human factors, and accounting and financial factors, among others.

Note: To register for this course, please contact the Student Success Advising Team.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 6121 - Development in the Digital Age♦

(5 cr.)
Students in this course examine the impact of social media and other digital technology on children, teens, and adults and at different stages of cognitive, social, and emotional development. They also examine how identity development, relationships, and socialization can be affected by the use of digital and social media. Students receive
a historic review of electronic media research, including the effect of violent television on viewer behavior, which provides a foundation to examine the current impact of digital media. Current issues such as sexting, online harassment, cyberbullying, and cyberstalking are explored, along with strategies for mitigating these issues. Similarly, positive impacts of social media, such as building social groups, finding communities, overriding generational gaps, seeking health and mental health support and resources, are also explored. Students also examine generational, socioeconomic, and cultural differences in access to and use of digital media. Digital media literacy and public policy are explored, with an emphasis on positive social change.

Prerequisites
- PSYC 6215
- PSYC 6701

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 6122 - Understanding Digital Data in the Changing Economic Landscape♦

(5 cr.)
Digital technology has impacted all aspects of human life, including the economy. With the advent of e-commerce, the economic landscape has changed drastically in the 21st century. E-commerce businesses, such as Amazon, eBay, Uber, Airbnb, Tod's, and Starbucks have impacted the economic landscape at both micro- and macro-levels, ranging from people's personal finances to larger economic activities such as jobs, investments, and inflation. In this course, students examine consumer behaviors before, during, and after the purchase experience. With the proliferation of digital media, businesses have begun focusing more on processing and analyzing digital data for business performance. Digital data analytics can be utilized to interpret consumer attitudes, examine the relationship between consumers and businesses, and to explore their satisfaction levels, among other factors. Students examine case studies illustrating the influences that digital data analytics may have on business performance, apply analytic tools for analyzing consumer digital data, and explore digital technology trends and their impact on consumer satisfaction.

Prerequisites
- PSYC 6800 or RSCH 6210
- PSYC 6121
- PSYC 6123

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 6123 - Personal and Social Life in the Digital World♦
The course explores the interaction of technology, culture, and society, specifically how human development, actions, behaviors, and groups are influenced and shaped by media and technology. The impact of media and technology affects us throughout the life cycle—including childhood, adolescence, adulthood, and old age. In today’s high-tech world, just about every aspect of our lives—our educations, careers, and relationships—leave digital footprints. Accordingly, the importance of maintaining a high level of media and technology literacy is greater than ever before. Our increasingly technological world provides many opportunities and benefits; however, it also brings with it challenges and risks, such as digital victimization, breach of privacy and security, and human trafficking, among many others. It is up to each individual to take personal responsibility for the way they interact with media and technology. This course examines how to be a mindful consumer of technology and considers ways to harness it to effect positive social change.

**Prerequisites**

- RSCH 6110

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 6131 - Theories of Learning**

(5 cr.)

An in-depth study of modern learning theory, its historical context, theoretical ideas, research, and applications in various learning environments are provided to students in this course. The theoretical ideas of the major paradigms of learning, such as behaviorism, gestalt, cognitivism, information processing, constructivism, and humanism, will be covered. Students in the course will also review current theories of cognitive processes such as language, memory, and intelligence and examine how differences in cognitive levels throughout the lifespan mediate learning of educational subject matters.

**Prerequisites**

- RSCH 6110

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 6145 - Crisis Management**

(5 cr.)

This course is designed to introduce students to the fundamentals of crisis management and crisis leadership principles and models, strategies, and tactics. In addition, students will demonstrate an understanding of the theories and principles of practice related to crisis, disasters, and other trauma causing events and the ethical and legal considerations in crisis and trauma response. At the end of this course, students will know models for
training and supporting other counselors the area of crisis response for community, national, and international crises.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 6200 - Themes and Theories of Psychology

(5 cr.)
In this course, students are introduced to theories, research, and themes that form the tenets of psychology. Basic theoretical models are reviewed, including psychodynamic, cognitive, developmental, social learning/sociocognitive, behaviorist, learning and motivation, systems, biopsychosocial, and gender theories. Theories encompassing diverse populations, including cross-cultural and feminist theories, are also covered. Students critically examine the strengths and limitations of these theories and their utility in the field of psychology. Contemporary themes in psychology are explored, with an emphasis on application of theories designed to effect positive social change.
Prerequisites
- PSYC 6002

PSYC 6202 - Survey Research Methods

(5 cr.)
Participants in this course study in-depth a range of survey methods administered via in-person interview, self-report, phone interview, and the Internet. Topics will include survey design, administration, analysis, and addressing sources of bias. Students also review theoretical and empirical research on question and questionnaire effects. Students prepare in the practice of writing questions and designing questionnaires, both in general and in light of existing research.
Prerequisites
- RSCH 6110
- PSYC 6245

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 6203 - Attitudes/Attitude Change

(5 cr.)
Students in this course cover classic and contemporary models of attitudes, their functions, and how they are formed and maintained. The connection between attitudes and behavior and how attitudes are changed through the process of persuasion and cognitive dissonance are also examined.
Students may take this as a non-degree course, which means they do not have to be enrolled in a
PSYC 6204 - Intergroup Relations

(5 cr.)
Students in this course study in-depth basic and applied research and theory on both group processes and group relations, including some of the following topics: prejudice, discrimination, stereotyping, social categorization, minority and majority influence, group decision making, leadership, group structure, group socialization, bargaining and negotiation, intergroup conflict and cooperation, collective action and cognition, collective self and identity, social identity, language and identity, ethnic and cultural relations, and social dilemmas.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 6205 - History and Systems of Psychology

(5 cr.)
In this course, students focus on the historical and philosophical roots of psychology and counseling. Through conceptual and application-based assignments, students learn about structuralism, functionalism, behaviorism, psychoanalysis, gestaltism, and existentialism as well as contemporary perspectives, including evolutionary psychology, positive psychology, postmodernism, and feminist psychology. Students demonstrate and apply their knowledge through an integrative writing assignment in which they address the developmental history of a major area of study within a subdivision of psychology. Students also explore and consider themes of diversity and multiculturalism in psychology and counseling within each of the perspectives.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 6211 - Contemporary Issues in Psychology

(5 cr.)
Students in this course are provided with an advanced-level overview of the core areas, topics, and concepts in psychology as well as considerations for related contemporary issues. They engage in a variety of conceptual and application-based assignments on the biological bases of behavior, learning and memory, cognition, motivation, lifespan development, theories of personality, stress and coping, psychological disorders, and social psychology. Students practice and develop critical-reading and analysis skills through reviews of journal articles and media publications. Through these reviews, students focus specifically on distinguishing facts and opinions, identifying bias in writing, and discovering the importance of data and evidence. Students use this knowledge in the analysis and composition of scientific writing. They also assess and incorporate themes
of diversity in their study and assignments.

 Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 6214 - Consulting for Organizational Change♦

(5 cr.)
Organizational and professional development (OPD) professionals promote and implement organizational change by using fundamental techniques of change management. Students in this course examine and apply these tools, including consulting competencies, approaches, and organizational change models to learn the skills of an OPD consultant. Students explore methods for accelerating individual, group, and organizational performance through consulting, coaching, and change management. They also explore related topics, such as organizational assessment; team development; strategic planning; group dynamics; power, politics, and influence; leadership; and conflict management. Students apply course concepts to the assessment of an organization and the development of strategies to address identified needs for change.

 Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 6215 - Lifespan Development♦

(5 cr.)
In this course, students are provided with an advanced overview of development through the lifespan, including prenatal, childhood, adolescent, adult, and late adult phases. Basic developmental processes and theories are examined and applied to developmental milestones that occur within these phases of development. Themes of diversity are highlighted throughout the course. Additional topics include ethics, research, global perspectives, and social change.

 Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 6216 - Dynamics of Contemporary, International, and Virtual Organizations♦

(5 cr.)
Globalization, technological innovation, and market factors continually change the context of business, requiring professionals who understand how organizations function to work through challenges and harness opportunities for change. In this course, students explore the implications of the changing nature of organizations as well as the emergence of international and virtual organizations in a global economy. Through contextual and application-based assignments, students address the unique opportunities and challenges for government, for-profit, nonprofit, international, and virtual organizations. Applying acquired knowledge and skills, students provide a diagnosis and
recommendations for a specific organization's development efforts.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 6220 - Psychology of Personality

(5 cr.)
Professionals study personality in a variety of contexts to better understand the factors that compose an individual's psychological framework, including feelings, thoughts, and motivations. Students in this course are introduced to the major theories of personality and personality assessment approaches. Students examine research that supports multiple theories as well as basic concepts and principles of the various schools of thought. They also explore and discuss related topics, such as various aspects of psychology, including psychoanalytic, biological, behaviorist, learning, social-cognitive, trait and skill, humanistic, and existential, in addition to individual, cultural, and gender differences in personality. Students consider themes of diversity throughout the course.

Prerequisites
- RSCH 6110

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 6225 - Biopsychology

(5 cr.)
An important branch of psychology, known as biopsychology, combines neuroscience with basic psychological models for the purpose of understanding how the brain and neurotransmitters influence human behavior. In this course, students examine the structure and functions of the central and peripheral nervous systems and explore the impact of neurobiology, endocrinology, and physiology on human behavior. They learn about brain functioning, including exploration of neural conduction; effects of neurotransmitters; sensory systems; and mechanisms of attention, memory, perception, and language. Students also explore literature addressing issues related to neuroplasticity, lateralization, and regeneration. Applying knowledge and skills gained throughout the course, students develop a final research paper through which they synthesize biopsychology concepts, critically analyze related research, and demonstrate APA-writing ability.

Prerequisites
- PSYC 6781

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
PSYC 6238 - Cognitive and Affective Bases of Behavior♦

(5 cr.)
Students in this course review core theories of cognition and affect and their roles in human functioning. Students review basic components of cognition, including knowledge acquisition, knowledge representation, language and various aspects of thinking, and emotions. There is also a focus on the multidimensional and interactive characteristics of human cognitive and affective functioning. A specific emphasis is placed on theories and research bearing on how cognition and affect interact in important areas of human functioning, such as emotional regulation, construction of reality, motivation, psychopathology, and health.

Prerequisites
- RSCH 6110

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 6240 - Human Motivation♦

(5 cr.)
This course is an overview of physiological, psychological, and social aspects in the study of motivation, including an exploration of historical and contemporary theories and perspectives. In the course, both conceptual understanding of theories associated with motivation and their applications to personal, professional, and social issues are emphasized. Major topics include physiological, learned, cognitive, and emotional aspects of motivation. Themes of diversity are threaded throughout the course.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 6242 - Changing Health Behavior: Theory and Practice♦

(5 cr.)
Students in this course review past and current models of health behavior change, disease prevention, disease management, and relapse prevention. They cover health-related issues, including dietary needs, tobacco and drug use, safer sexual practices, and stress management. In addition, students examine the analysis of behavior change within specific populations (young, elderly, cognitively impaired, etc.) and factors that predict or serve as obstacles to lifestyle change and adherence.

Prerequisites
- PSYC 6745

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
PSYC 6245 - Social Psychology♦

(5 cr.)
In this course, students use the lens of social psychology to examine both social cognitions and social behavior—nearly all phenomena that pertain to the individual in society. Students explore the topics of perceptions, attitudes, relationships and attraction, the motivation to help others, prejudice and aggression, conformity and obedience, group behavior, and the influence of culture, and consider how knowledge of these topics can be used to effect positive social change. Students' application of what they learn in this course culminates in a final project in which they develop a plan for using social psychology research to address a significant social problem. Moreover, students' learning in this course will extend to their personal and professional lives and truly enable them to effect positive social change as a scholar-practitioner committed to doing so.

Prerequisites
- PSYC 6215
- PSYC 6701

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 6250 - Group Process and Dynamics

(5 cr.)
Group work is an increasingly popular, effective counseling method that allows group members to share perspectives and provide useful feedback and information in a structured setting. Students are provided with a comprehensive review of counseling approaches to group therapy in this course. Students examine the theoretical bases of different approaches to group therapy, including psychoanalytic, existential, person-centered, gestalt, transactional, behavioral, rational-emotive, and reality therapy. They engage in a variety of practical application assignments and discussions, focusing on counseling of different types of groups, the efficacy of using group therapy as the treatment method with multicultural and diverse populations, and the stages of group development.

PSYC 6290 - Independent Readings

(1–5 cr.)
Students in this course are provided with an opportunity to examine a topic area of interest in greater depth than that which is provided in the course offerings. Students work with the course instructor to design a syllabus that guides the independent readings project. Content must include theoretical and empirical research literature that addresses implications related to diversity and professional practice. Students may only select this course once during their program of study and cannot use this course to
replace one that currently exists in the catalog.

Prerequisites
- Approved petition to Student Success Advising

PSYC 6296 - Social Cognition and Attitudes♦

(5 cr.)
In this course, students are oriented to key elements in social cognitive processing as a subspecialty of social psychology, including attribution theory, schema theory, social cognition relative to self, the role of attention/consciousness in social cognition, errors and biases in social thought, heuristics, person memory, affect and cognition, attitudes, social influence, and behavior relative to social cognition. Students investigate the structure and function of attitudes and how they are formed and maintained. They also examine the connection between attitudes and behavior and how attitudes are changed through the process of persuasion and cognitive dissonance.

Prerequisites
- PSYC 5245 or PSYC 6245

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 6305 - Statistics 1♦

(5 cr.)
Psychology practitioners use statistics in a variety of professional undertakings, such as creating studies to assess human behavior or deciding which treatment approaches are most effective for a specific client. Students in this course are provided with a thorough analysis of basic descriptive and inferential statistical methods commonly used in the social sciences. Students work toward developing the skills with which to write, analyze, and critique social science research. They learn various methods, including computation and analysis of frequency distributions, measures of central tendency, and statistical hypothesis testing. Students examine statistical tests (and underlying assumptions), including z-score; single-sample, independent-sample, and related-sample t-tests; analysis of variance; correlation, regression; and chi-square tests. Students also receive an introduction to the SPSS statistical software package.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 6307 - Multivariate Analysis♦

(5 cr.)
Students in this course are provided with an introduction to multivariate statistics and their uses in the social sciences. Students explore a variety of topics, including data
screening and cleaning, factorial ANOVA, analysis of covariance, multivariate analysis of variance (MANOVA), discriminant function analysis, multiple regression, logistic regression, path analysis, factor and principle components analysis, and structural equation modeling. Through contextual and application-based assignments, students focus on understanding theory and using SPSS to solve problems. 

Prerequisites
- RSCH 6210V or RSCH 6210Y or RSCH 6210
- RSCH 6260V

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**PSYC 6315 - Tests and Measurement**

(5 cr.)

Students in this course are provided with an overview of the different types of tests used in clinical, educational, and organizational settings. Students engage in a comprehensive examination of psychometric properties used to develop and evaluate these instruments. They examine normative sampling and standardization, reliability and validity, test score interpretation, and test development. Students also consider related ethical, legal, and sociocultural issues, including cultural bias and fairness. Professional standards for testing provide a foundation for the course.

Prerequisites
- RSCH 6110 or RSCH 8100Y or RSCH 8100Z or RSCH 8101D or RSCH 8101E or RSCH 8101H or RSCH 8101M or RSCH 8101N or RSCH 8101R or RSCH 8101X or RSCH 8101Z or RSCH 8110A or RSCH 8110B or RSCH 8110C or RSCH 8110D or RSCH 8110E or RSCH 8110F or RSCH 8110H or RSCH 8110I or RSCH 8110J or RSCH 8110K or RSCH 6100L or RSCH 6110D or RSCH 7100D or RSCH 7110D or RSCH 8100A or RSCH 8100C or RSCH 8100D or RSCH 8100H or RSCH 8100I or RSCH 8100J or RSCH 8100L or RSCH 8100P or RSCH 8100U or RSCH 8100W or RSCH 8100X or RSCH 8110L or RSCH 8110M or RSCH 8110N or RSCH 8110O or RSCH 8110P or RSCH 8110R or RSCH 8110S or RSCH 8110T or RSCH 8110U or RSCH 8110V or RSCH 8110W or RSCH 8110X or RSCH 8110Y or RSCH 8110Z or RSCH 6110Y or RSCH 6110V or RSCH 6110l or RSCH 6110F
- PSYC 6781 or CPSY 6221 or CPSY 8781 or PSYC 8721 or PSYC 8781L or PSYC 6225 or CPSY 8226 or FPSY 6225 or PSYC 6010 or PSYC 8050 or PSYC 8226 or PSYC 8226L or PSYC 8226P or PSYC 6765 or DPSY 8760 or PSYC 8225 or PSYC 8760 or PSYC 6800 or RSCH 6210Y or RSCH 6210l or RSCH 6210D or RSCH 6210F or
PSYC 6333 - Crisis Vicarious Trauma and Compassion Fatigue

(5 cr.)
Through this course, students gain an understanding and awareness of vicarious trauma and compassion fatigue for trauma-response-helping professionals. They examine intervention strategies and models of treatment and prevention of vicarious trauma and compassion fatigue through the lens of counselor educators, supervisors, and clinicians. Applying course concepts, students gain hands-on practice conducting a needs assessment and examining the use of standardized instruments. They also propose social change recommendations related to vicarious trauma and compassion fatigue to promote informed and competent trauma-response-helping professionals. Students engage in course assignments that emphasize the ethical, legal, multicultural, and spiritual implications for wellness and self-care, including personal, professional, and organizational elements. As a final project, students interview a trauma-response-helping professional and develop an organizational wellness plan for their setting.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 6342 - Psychotherapy Interventions I

(5 cr.)
In this course, students have the opportunity to acquire and demonstrate clinical and counseling skills in the context of empirically supported modes of intervention. Students explore and display intervention techniques related to the beginning, middle, and ending phase of therapy, focusing on a stage-of-change model and universal techniques. They apply skills in treatment-planning exercises, clinical vignettes, and face-to-face simulations of psychotherapy sessions. Note: Students must film and submit videos of mock therapy sessions; therefore, they must have access to a digital camcorder for this course.

PSYC 6393 - Capstone

(5 cr.)
Students are provided with the opportunity to synthesize knowledge and skills acquired throughout their program into a practical project designed to promote positive social change in a capstone project. During this course, students work on a capstone project in which they complete a major integrative paper on a topic related to their specialization, incorporating theoretical and practical knowledge as well as social scientific research skills acquired throughout the program. The instructor may approve
other capstone projects presented by students.

**Prerequisites**
- All prior coursework

**PSYC 6393A - Capstone**

(5 cr.)
Students are provided with the opportunity to synthesize knowledge and skills acquired throughout their program into a practical project designed to promote positive social change in a capstone project. During this course, students work on a capstone project in which they complete a major integrative paper on a topic related to their specialization, incorporating theoretical and practical knowledge as well as social scientific research skills acquired throughout the program. The instructor may approve other capstone projects presented by students.

**Prerequisites**
- Registration by the Student Success Advising Team

**PSYC 6393R - Capstone (Research)**

(5 cr.)
Students are provided with the opportunity to synthesize knowledge and apply literature research skills acquired throughout their program into a capstone research paper designed to promote positive social change. During this course, students will synthesize the literature, identify a gap in the literature, and generate a research problem statement related to a selected topic of study.

**Prerequisites**
- All prior coursework

**PSYC 6393TL - Capstone [Tempo Learning®-Specific Course]**

(5 cr.)
Students are provided with the opportunity to synthesize knowledge and skills acquired throughout their program into a practical project designed to promote positive social change in a capstone project. During this course, students work on a capstone project in which they complete a major integrative paper on a topic related to their specialization, incorporating theoretical and practical knowledge as well as social scientific research skills acquired throughout the program. The instructor may approve other capstone projects presented by students.

**Note:** This version of PSYC 6393 is only available as part of specific competency-based Tempo Learning® programs.

**PSYC 6400 - Diversity in Child/Adolescent Development and Learning**
Diversity can have a profound influence on children’s and adolescents’ development and learning. Students in this course explore areas of diversity, such as gender, culture, language, disability, and sexual orientation and how they influence developmental and learning needs of this particular population. Applying core concepts and theories of development and learning, psychology students engage in practical approaches through which they reflect on their own perspectives and preconceptions and learn the complex ways diversity influences development and learning of the children and teenagers. Moreover, using the latest research and resources, students work toward gaining knowledge and skills for improving developmental and learning outcomes for children and adolescents.

**PSYC 6401 - Principles/Conceptual Foundations of Behavior Analysis for Children and Adolescents**

(5 cr.)

Applied behavior analysis is a set of skills used in the assessment and treatment of individuals with a variety of behavioral problems and developmental delays, including autism spectrum disorders. Students in this course explore the concepts and principles of applied behavior analysis and gain an understanding and treatment of behavior problems of children and adolescents in applied settings. Students apply these concepts and principles in the development and implementation of data-based decision making using functional behavioral assessments and the creation of intervention procedures. Techniques in observation, use of reinforcement, and repeated measures are explored. These techniques are applied to develop intervention plans and to assess treatment effectiveness.

**PSYC 6465 - Foundations of Industrial/Organizational Psychology**

(5 cr.)

An understanding of the psychological principles of leader development often enhances leadership skills and ability to influence others to work toward common goals. In this course, students examine the psychology of leadership and leader development through cross-cultural, social, psychological, and political contexts. They identify and assess the psychological theories of leadership, leadership styles, qualities of great leaders, global leadership competencies, and instruments used to assess leadership and leadership potential. Students apply these psychological theories to assess and develop their own capacity for leadership.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 6480 - Psychology of Organizational Behavior**
Students in this course examine the application of behavioral theories in organizational settings. The focus is on individual, group, and organizational behavior. Topics include individual differences in employee motivation and job satisfaction; group development; team building; organizational leadership; and organizational design, culture, and development. Students acquire a broad knowledge base in organizational psychology, its research, and its applications.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 6510 - Career Counseling

Students in this course are provided with the opportunity to develop practical skills in career and vocational assessment as well as functional knowledge of how career assessment can assist in the exploration and understanding of the interrelationship among work, family, and life roles. They examine major sources of career and work information available on the Internet as well as through printed material and computer-based guidance systems. Gaining practical career counseling experience, students administer, score, and interpret printed and computer-based assessments of career interests, beliefs, and values. Students learn how to integrate career development theory and assessment results with career clinical interventions. They also examine clinical and assessment issues, devoting attention to computer-based applications and multicultural implications.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 6551 - I/O Testing and Measurement

Students in this course study in-depth measurement theory and the tests used in organizational settings. They examine comprehensively the psychometric properties used to develop and evaluate these instruments, including classical test theory, item response theory (IRT), and item forensics approaches to testing. Topics include normative sampling and standardization, reliability and validity, test score interpretation, and test development. Students also address ethical, legal, and sociocultural issues, including cultural bias and fairness. Professional standards for testing provide a foundation for the course.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 6552 - Psychology of Motivation at Work
(5 cr.)
Students in this course will study in depth the major topics in micro-level organizational behavior. Accountability, organization citizenship behaviors, forms of organizational attachment, motivation, goal theory, and issues of equity and justice will be covered.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 6573 - Child and Adolescent Health♦

(5 cr.)
Students in this course learn about diseases and disorders in children and adolescents. Topics include diabetes, anorexia, headaches, epilepsy, burn injuries, cystic fibrosis, asthma, addiction, and adolescent obesity. Health promotion for children and adolescents is discussed, including cardiovascular health, nutrition, and exercise. Also covered are insights into special issues such as post-traumatic stress disorder, daily stress, sexually transmitted diseases, sleep disorders, and ethical and legal issues in pediatric and adolescent health psychology.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 6574 - Women’s Health♦

(5 cr.)
Students in this course examine healthcare issues in women and girls. Topics include healthy development, trauma, coping, self-esteem, resilience, self-care, well-being, sexual health, relationships, roles, family, schooling, careers, motherhood, transitions, violence, security, bereavement, and positive aging.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 6579 - Job Attitudes, Measurement, and Change♦

(5 cr.)
Students in this course learn in depth about major theories of job attitudes, as well as their antecedents, correlates, and consequences. Topics will include job satisfaction, organizational commitment, organizational citizenship behavior, withdrawal behavior, and counterproductive organizational behavior. Application of learning will be demonstrated through an applied attitude survey research project assignment.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 6620 - Adult Learning♦
Students in this course explore the history and development of adult education as a distinct entity from child and/or adolescent learning. Students examine the various adult learning environments, including but not limited to professional training and online learning. They examine adult learning theory and how andragogy is applied via theoretical principles in multiple contexts. Special attention is paid to specific challenges and needs of the adult learner. Students in this course become familiar with current research in the field of adult education and generate a comprehensive analysis that synthesizes scholarly research in the area.

Prerequisites
- RSCH 6110

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 6640 - Applied Social Psychology**

Students are introduced to the goals and methods of applied social psychology. Topics explored include attitudes, social identity, social influence, attribution, social relations, diversity, and group dynamics in the context of educational, environmental, health, legal, and organizational settings as they relate to real-world social issues, practical problems, and the social domains of daily life. Emphasis is placed on exploring the contributions and contemporary applications of social psychological constructs, principles, theories, and interventions in these settings to promote positive social change.

Prerequisites
- RSCH 6110
- PSYC 6245

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 6700 - Psychology and Social Change**

In this course, students analyze and evaluate theories of social and personal change. Students engage in a variety of conceptual and application assignments focused on power and social inequalities, ethnic inequalities, global environment, and issues related to gender and sexism, such as homophobia. In addition, students examine the impact of social change theories on children, families, and societies. They explore the concepts of change agent and change advocate as well as the role of the psychologist as change agent. Students also engage in an integrative written assignment to synthesize theories and analyze a current social problem in their community, for which they propose an action to address the issue and drive positive social change.
Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 6701 - Culture and Psychology♦

(5 cr.)
Students in this course explore the cultural components, research, and theory of cross-cultural psychology. In addition to the previously listed goals, students focus on the impact that culture has on the field of psychology around the world. The scope of this course is broad, with the core theme being cross-cultural psychology (focusing on cultures representing different parts of the world) and comparing cultural influence on human psychology. Many of the topics addressed are related to human development. Additionally, interactions among culture and social behaviors, health, mental health, and mental illnesses are emphasized throughout the duration of this course.

Prerequisites
- PSYC 6200

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 6704 - Ethics and Standards of Psychology♦

(5 cr.)
Students in this course examine the psychologist's principles of conduct, code of ethics, and standards of practice. The guidelines for practice in specific psychological services and with identified populations are explored. The ethical decision-making process is studied in depth. Topics include informed consent, confidentiality, duty to warn, mandated reporting, recordkeeping, the limits of competency, and dual relationships. Through this course, students also address issues of professional development, such as supervision, peer consultation, and continuing education.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 6706 - Advanced Social Psychology♦

(5 cr.)
Students in this course are provided with an advanced analysis of social psychology, including a review of the historical context and cultural grounding of social psychological theory. Students devote special attention to sociocultural psychology and the broad base of knowledge related to history, research methods, and applications to social and cultural processes. They explore and discuss topics related to small-group processes and dynamics and shared cognition, attitude development and shifting, social cognition and emotion, self-concept and self-regulation, conformity, affiliation and independence in
groups, group performance, leadership, cross-cultural psychology, and biopsychosocial diversity. Students demonstrate their understanding of theories and concepts through a final analysis of a social problem occurring in their own community for which they propose an intervention to ameliorate the problem.

**Prerequisites**

- PSYC 6245 or PSYC 6305 or PSYC 6310 or PSY 8247 or PSYC 8304 or PSYC 8311 or RSCH 6100Y
- RSCH6200Y

⚠️ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 6717 - Foundation and Philosophy of Behavior Analysis**

*(5 cr.)*

Applied Behavior Analysis (ABA) is a set of skills used in the assessment and treatment of individuals with a variety of behavioral problems and developmental delays, including autism spectrum disorders. In this course, students explore the philosophy and theory of behaviorism and how these undergird applied behavior analysis. Students apply the theory and philosophy of behaviorism to the application of behavioral principles and concepts in the context of applied behavior analysis to impact social change.

This course covers tasks from the Board Certified Behavior Analyst® (BCBA®) Task List (5th ed.) and includes knowledge and skills foundational for the BCBA examination. The course is part of a Verified Course Sequence (VCS) verified by the Association for Behavior Analysis International as meeting specific coursework requirements, content hours, and faculty standards and meets coursework eligibility criteria for BCBA Eligibility Pathway 2 coursework requirements as part of the application for Behavior Analyst Certification Board, Inc.® (BACB®) examinations.

**Prerequisites**

- PSYC 6002
- PSYC 6215

⚠️ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 6717A - Foundation and Philosophy of Behavior Analysis**

*(5 cr.)*

Applied Behavior Analysis (ABA) is a set of skills used in the assessment and treatment of individuals with a variety of behavioral problems and developmental delays, including autism spectrum disorders. In this course, students explore the philosophy and theory of behaviorism and how these undergird applied behavior analysis. Students apply the
theory and philosophy of behaviorism to the application of behavioral principles and concepts in the context of applied behavior analysis to impact social change. This course covers tasks from the Board Certified Behavior Analyst® (BCBA®) Task List (5th ed.) and includes knowledge and skills foundational for the BCBA examination. The course is part of a Verified Course Sequence (VCS) verified by the Association for Behavior Analysis International as meeting specific coursework requirements, content hours, and faculty standards and meets coursework eligibility criteria for BCBA Eligibility Pathway 2 coursework requirements as part of the application for Behavior Analyst Certification Board, Inc.® (BACB®) examinations.

Prerequisites

- Admission into the Walden University MS in Psychology, Applied Behavior Analysis Specialization

**PSYC 6718 - Psychology of the Exceptional Individual**

(5 cr.)
Students in this course examine the cognitive, social-emotional, and psychomotor characteristics of individuals significantly deviating from the norm in behavior and/or adjustment. They learn ways to understand and work with individuals with learning disabilities (including emotional, behavioral, and intellectual disorders; autism; brain injury; hearing and vision loss; physical disabilities; and health disorders) and those who are gifted and talented. Students explore topical issues, including inclusion, transition to adulthood, and multicultural diversity. Through this course, students work toward gaining the knowledge and skills for developing research-based educational and therapeutic interventions.

**PSYC 6719 - Developmental Psychopathology**

(5 cr.)
In this course, students explore formal psychopathology, including emotional and behavioral disorders and classification systems of infants, children, and adolescents. Students examine contrasting models of psychopathology, classification and epidemiology of childhood psychopathology, co-morbidity rates, differential issues from the current diagnostic manual's outcome of childhood disorders, therapeutic approaches and their efficacy, and developmental resilience. They examine and discuss literature and topics related to assessment, diagnosis, and treatment; a wide range of disorders and disruptive behaviors; and abuse and neglect. Applying course concepts, students assess case studies of diagnostic issues for a contemporary and practical understanding of psychopathology.

**PSYC 6720 - Diagnosis and Assessment**
Students are provided with an overview of what is commonly referred to as abnormal psychology; however, students also consider factors constituting normalcy from multiple perspectives. Students explore the application of diagnostic criteria in various mental health work settings, such as schools, rehabilitation facilities, community agencies, and private practices. Using the scholar-practitioner model, students consider environmental and biological factors contributing to behavioral disorders. Students also examine techniques commonly used for the diagnosis and treatment of cognitive, emotional, and developmental disorders as well as for psychophysiological and psychosocial problems. Through coursework and discussions, students consider multicultural factors that complicate diagnosis as well as current trends and contemporary issues in clinical assessment and diagnosis.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 6722 - Counseling and Psychotherapy Theories**

(5 cr.)

There are hundreds of therapeutic theories and techniques available to frame the practice of counseling and psychotherapy. An important skill for mental health counselors is to understand the strengths and limitations of these theories to determine which are most appropriate and work best in their own personal practice. In this course, students explore the history of counseling and psychotherapy theories. They examine the major approaches to counseling and psychotherapy in current use, including empirical foundations, advantages, and limitations. Students assess examples of theory-based applications and develop a personal theory of counseling based on theories and techniques assessed in the course.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 6723 - Multicultural Counseling**

(5 cr.)

Students are provided with the opportunity to increase their knowledge of multicultural counseling and the delivery of psychological services as well as related skills needed in professional practice. Students explore diversity and identity issues and discuss their impact on the therapeutic relationship. They examine the application of traditional theoretical orientations and current multicultural theories to culturally diverse groups. Through a variety of assignments designed to provide practical application of content, students also investigate counseling concepts related to race and ethnicity, sex and gender, sexual orientation, social class, age, and ability.

Prerequisites

- Counseling Residency I
Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 6724 - Child Psychotherapy♦

(5 cr.)
What are some of the special considerations of therapeutic treatment approaches in children? In this course, students have the opportunity to answer this question as they explore the psychological treatment of children from an array of theories and techniques, including play therapy. Students examine and discuss fundamentals and contemporary issues related to playroom organization, intake interviews, psychological assessment, treatment, evaluation, and intervention. They also explore typical play behaviors of children at various levels of development, cross-cultural aspects of play and their meanings, and issues of cultural sensitivity and ethical practice. Students complete a final written assignment to synthesize course concepts and demonstrate their understanding of child psychotherapy.

Prerequisites
- PSYC 6215

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 6728 - Substance Abuse Counseling♦

(5 cr.)
The impact of substance abuse on the lives of people with addictions, and the lives of their families, makes for a highly complex and challenging area of mental health counseling. Counselors working with these individuals must possess a comprehensive understanding of the background, controversies, and current approaches in regard to the treatment of substance abuse. In this course, students examine psychological aspects of addictions involving alcohol, prescription medications, and illegal substances. They also examine current research in the field of dependency and addiction. Students engage in a variety of conceptual and application-based assignments on diagnosing patients, choosing among models of treatment, planning treatment, using group and family treatment plans, and ensuring treatment efficacy. They also consider strategies to promote change, including the trans-theoretical model of behavior change.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 6731 - Concepts and Principles of Behavioral Analysis
Applied Behavior Analysis (ABA) is a set of skills used in the assessment and treatment of individuals with a variety of behavioral problems and developmental delays, including autism spectrum disorders. Students in this course will explore the concepts and principles of applied behavior analysis. They also examine the concepts and principles of behaviorism to the application of behavioral principles in the context of applied behavior analysis, including behavioral observation and measurement, functions of behavior, developing and maintaining behaviors, and related ethical considerations. Students explore the impact of promoting positive social change through the application of ABA. This course covers tasks from the Board Certified Behavior Analyst (BCBA) Task List (5th ed.) and includes knowledge and skills foundational for the BCBA examination. The course is part of a Verified Course Sequence (VCS) verified by the Association for Behavior Analysis International as meeting specific coursework requirements, content hours, and faculty standards and meets coursework eligibility criteria for BCBA Eligibility Pathway 2 coursework requirements as part of the application for Behavior Analyst Certification Board, Inc.® (BACB®) examinations.

Prerequisites

- PSYC 6717

**PSYC 6731A - Concepts and Principles of Behavior Analysis**

Applied Behavior Analysis (ABA) is a set of skills used in the assessment and treatment of individuals with a variety of behavioral problems and developmental delays, including autism spectrum disorders. Students in this course will explore the concepts and principles of applied behavior analysis. They also examine the concepts and principles of behaviorism to the application of behavioral principles in the context of applied behavior analysis, including behavioral observation and measurement, functions of behavior, developing and maintaining behaviors, and related ethical considerations. Students explore the impact of promoting positive social change through the application of ABA. This course covers tasks from the Board Certified Behavior Analyst (BCBA) Task List (5th ed.) and includes knowledge and skills foundational for the BCBA examination. The course is part of a Verified Course Sequence (VCS) verified by the Association for Behavior Analysis International as meeting specific coursework requirements, content hours, and faculty standards and meets coursework eligibility criteria for BCBA Eligibility Pathway 2 coursework requirements as part of the application for Behavior Analyst Certification Board, Inc.® (BACB®) examinations.

**PSYC 6733 - Ethical, Legal, and Professional Issues in Behavioral Analysis**

With a focus on the Ethics Code for Behavior Analysts issued by the Behavior Analyst
Certification Board, Inc.® (BACB®), students in this course review responsible conduct of behavior analysts, ethical responsibilities to clients and their welfare, and ethical responsibilities to other individuals (e.g., colleagues) and the BACB®. In addition, students examine professional and legal issues involved in providing services in different contexts and with different client groups.

This course covers tasks from the Board Certified Behavior Analyst (BCBA) Task List (5th ed.) and includes knowledge and skills foundational for the BCBA examination. The course is part of a Verified Course Sequence (VCS) verified by the Association for Behavior Analysis International as meeting specific coursework requirements, content hours, and faculty standards and meets coursework eligibility criteria for BCBA Eligibility Pathway 2 coursework requirements as part of the application for Behavior Analyst Certification Board, Inc.® (BACB®) examinations.

Prerequisites
- PSYC 6731

PSYC 6733A - Ethical, Legal, Professional Issues in Behavior Analysis

(5 cr.)

Applied Behavior Analysis (ABA) is a set of skills used in the assessment and treatment of individuals with a variety of behavioral problems and developmental delays, including autism spectrum disorders. Students in this course will explore the concepts and principles of applied behavior analysis. They also examine the concepts and principles of behaviorism to the application of behavioral principles in the context of applied behavior analysis, including behavioral observation and measurement, functions of behavior, developing and maintaining behaviors, and related ethical considerations. Students explore the impact of promoting positive social change through the application of ABA. This course covers tasks from the Board Certified Behavior Analyst (BCBA) Task List (5th ed.) and includes knowledge and skills foundational for the BCBA examination. The course is part of a Verified Course Sequence (VCS) verified by the Association for Behavior Analysis International as meeting specific coursework requirements, content hours, and faculty standards and meets coursework eligibility criteria for BCBA Eligibility Pathway 2 coursework requirements as part of the application for Behavior Analyst Certification Board, Inc.® (BACB®) examinations.

Prerequisites
- PSYC 6731

PSYC 6734 - Introduction to Behavioral Assessment and Intervention

(5 cr.)

With a focus on the Board Certified Behavior Analyst (BCBA) Task List (5th ed.) issued by the Behavior Analyst Certification Board, Inc.® (BACB®), this course covers the
basic principles of behavioral assessment and applied behavior analysis. Course participants explore fundamental techniques leading to the implementation of behavioral procedures and behavioral programs. More specifically, instruction focuses on conducting functional assessments and functional analyses, developing and implementing intervention procedures based on the outcome of the assessments and analyses, and data-based decision-making.

This course covers tasks from the Board Certified Behavior Analyst (BCBA) Task List (5th ed.) and includes knowledge and skills foundational for the BCBA examination. The course is part of a Verified Course Sequence (VCS) verified by the Association for Behavior Analysis International as meeting specific coursework requirements, content hours, and faculty standards and meets coursework eligibility criteria for BCBA Eligibility Pathway 2 coursework requirements as part of the application for Behavior Analyst Certification Board, Inc.® (BACB®) examinations.

Prerequisites
- PSYC 6733

**PSYC 6734A - Introduction to Behavioral Assessment and Intervention**

(5 cr.)

With a focus on the Board Certified Behavior Analyst (BCBA) Task List (5th ed.) issued by the Behavior Analyst Certification Board, Inc.® (BACB®), this course covers the basic principles of behavioral assessment and applied behavior analysis. Course participants explore fundamental techniques leading to the implementation of behavioral procedures and behavioral programs. More specifically, instruction focuses on conducting functional assessments and functional analyses, developing and implementing intervention procedures based on the outcome of the assessments and analyses, and data-based decision-making.

This course covers tasks from the Board Certified Behavior Analyst (BCBA) Task List (5th ed.) and includes knowledge and skills foundational for the BCBA examination. The course is part of a Verified Course Sequence (VCS) verified by the Association for Behavior Analysis International as meeting specific coursework requirements, content hours, and faculty standards and meets coursework eligibility criteria for BCBA Eligibility Pathway 2 coursework requirements as part of the application for Behavior Analyst Certification Board, Inc.® (BACB®) examinations.

Prerequisites
- PSYC 6717
- PSYC 6731

**PSYC 6735 - Research Methods for Behavioral Analysis**
This course covers a variety of methods for data collection, measurement data collection, data analysis, and experimental designs that are common to applied behavior analysis. In addition to the theoretical background for single-subject research, this course emphasizes practical applications of research methods from baseline measurement to treatment evaluation. Advantages and limitations of various single-subject research methods are examined. Students design a small-n research study based on a research question developed from the applied behavior analysis literature. In addition, they critically evaluate research studies for the appropriate research design and methodology.

This course covers tasks from the Board Certified Behavior Analyst (BCBA) Task List (5th ed.) and includes knowledge and skills foundational for the BCBA examination. The course is part of a Verified Course Sequence (VCS) verified by the Association for Behavior Analysis International as meeting specific coursework requirements, content hours, and faculty standards and meets coursework eligibility criteria for BCBA Eligibility Pathway 2 coursework requirements as part of the application for Behavior Analyst Certification Board, Inc.® (BACB®) examinations.

Prerequisites
- PSYC 6717
- PSYC 6731

(Co-requisites: Only PSYC 6734 can be a co-requisite.)

**PSYC 6735A - Research Methods for Behavioral Analysis**

This course covers a variety of methods for data collection, measurement data collection, data analysis, and experimental designs that are common to applied behavior analysis. In addition to the theoretical background for single subject research, this course will also emphasize practical applications of research methods from baseline measurement to treatment evaluation. Advantages and limitations of various single subject research methods will be examined. Students will also design a small-n research study based on a research question developed from the applied behavior analysis literature. In addition, they will critically evaluate research studies for the appropriate research design and methodology.

Prerequisites
- PSYC 6731
- PSYC 6733
- PSYC 6734 (PSYC 6734 may be taken concurrently.)

**PSYC 6736 - Advanced Behavioral Assessment and Intervention**
This course extends students’ knowledge of operationalizing behavior, behavioral assessment, developing interventions, functional analysis/assessment, and social validity concerns through the utilization of applied behavior analysis methodologies. Course content emphasizes the relationship between valid assessment data and socially relevant interventions. This course covers tasks from the Board Certified Behavior Analyst (BCBA) Task List (5th ed.) and includes knowledge and skills foundational for the BCBA examination. The course is part of a Verified Course Sequence (VCS) verified by the Association for Behavior Analysis International as meeting specific coursework requirements, content hours, and faculty standards and meets coursework eligibility criteria for BCBA Eligibility Pathway 2 coursework requirements as part of the application for Behavior Analyst Certification Board, Inc.® (BACB®) examinations.

Prerequisites
- PSYC 6717
- PSYC 6731
- PSYC 6734

**PSYC 6736A - Advanced Behavioral Assessment and Intervention**

This course will extend students’ knowledge of operationalizing behavior, behavioral assessment, developing interventions, functional analysis/assessment, and social validity concerns through the utilization of applied behavior analysis methodologies. Emphasis will be placed on the relationship between valid assessment data and socially relevant interventions. Students will also examine case management skills and supervision strategies.

Prerequisites
- PSYC 6731
- PSYC 6733
- PSYC 6734
- PSYC 6735

**PSYC 6737 - Applications and Special Topics in Applied Behavioral Analysis**

Autism Spectrum Disorder (ASD) is a neurodevelopmental disorder with widely varying symptomatology that affects 1 in 68 children. It is also one of the primary client groups with whom behavior analysts provide services. Therefore, this course will include discussion of theory, research, and intervention in ASD. Topics will include the history of ASD, diagnostic issues, and treatment of autism. The emphasis will be on current
approaches to evidence-based intervention. Research on identification and intervention of all aspects of ASD will be included.

Prerequisites

- PSYC 6731
- PSYC 6733
- PSYC 6734
- PSYC 6735
- PSYC 6736

(Co-requisites: Only PSYC 6736 can be a co-requisite.)

PSYC 6738 - Applications and Special Topics in Applied Behavior Analysis: Supervision and Autism Spectrum Disorder

(5 cr.)

This course covers two separate but related topics within applied behavior analysis (ABA): personnel supervision and management and autism spectrum disorder (ASD). Personnel supervision and management includes case management, supervision goals and procedures, function-based supervision, and evaluation. Autism spectrum disorder (ASD) is a neurodevelopmental disorder with widely varying symptomatology and represents one of the primary client groups for whom behavior analysts provide services. Students examine ASD theory, research, and history as well as diagnostic issues and interventions for the treatment of autism.

This course covers tasks from the Board Certified Behavior Analyst® (BCBA®) Task List (5th ed.) and includes knowledge and skills foundational for the BCBA examination. The course is part of a Verified Course Sequence (VCS) verified by the Association for Behavior Analysis International as meeting specific coursework requirements, content hours, and faculty standards and meets coursework eligibility criteria for BCBA Eligibility Pathway 2 coursework requirements as part of the application for Behavior Analyst Certification Board, Inc.® (BACB®) examinations.

Prerequisites

- PSYC 6717

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

PSYC 6738A - Applications and Special Topics in ABA: Supervision and Autism Spectrum Disorder

(5 cr.)

This course covers two separate but related topics within applied behavior analysis (ABA): personnel supervision and management and autism spectrum disorder (ASD). Personnel supervision and management includes case management, supervision
goals and procedures, function-based supervision, and evaluation. Autism spectrum disorder (ASD) is a neurodevelopmental disorder with widely varying symptomatology and represents one of the primary client groups for whom behavior analysts provide services. Students examine ASD theory, research, and history as well as diagnostic issues and interventions for the treatment of autism.

This course covers tasks from the Board Certified Behavior Analyst® (BCBA®) Task List (5th ed.) and includes knowledge and skills foundational for the BCBA examination. The course is part of a Verified Course Sequence (VCS) verified by the Association for Behavior Analysis International as meeting specific coursework requirements, content hours, and faculty standards and meets coursework eligibility criteria for BCBA Eligibility Pathway 2 coursework requirements as part of the application for Behavior Analyst Certification Board, Inc.® (BACB®) examinations.

Prerequisites
- PSYC 6717
- PSY 6731

PSYC 6740 - Disaster, Crisis, and Trauma

(5 cr.)
There is no shortage of natural and human-made disasters, such as war, violence, genocide, and terrorist activities. Individuals and communities impacted by such disasters often need assistance from professionals who understand the social, cultural, and psychological complexities of crisis and trauma. Students in this course investigate how these incidents impact the psychology of individuals and groups. They assess traditional and current literature and complete practical exercises to learn about theories of trauma; actions and behaviors following a disaster; stress, coping, and adjustment difficulties; psychological disorders (e.g., post-traumatic stress disorder); and available resources to deal with trauma. Considering the various ways crisis professionals can promote positive social change, students devote special attention to the importance and development of culturally appropriate, service-delivery programs and interventions for individuals affected and traumatized by disasters.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 6741 - Psychology of Terrorism

(5 cr.)
Many sources define terrorism as a type of psychological warfare, as it induces fear and feelings of vulnerability. Therefore, professionals need to understand all aspects of terrorism to help prevent further terrorist acts and respond to victims who have been affected psychologically. Students in this course explore terrorism from a psychological perspective. They examine types of terrorism; contributing factors related to the
development of terrorists and terrorist organizations; counterterrorism agencies and laws; the impact of terrorist events on individuals, families, and communities; prevention, intervention, and postvention with survivors; media coverage of terrorist events; human rights and ethical issues; and future trends related to the psychology of terrorism.

Students also examine the threat of terrorism in their own community and evaluate the potential impact. Using concepts presented in the course, they consider applications for preventative measures as well as strategies to promote resiliency among individual and families who may become victims of terrorism.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 6742 - Conflict, Conflict Resolution, and Peace

(5 cr.)
Through this course, students engage in a study of conflict, conflict resolution, and peace from psychological and social psychological perspectives. Students examine the concept of conflict and methods of addressing it, including management, resolution, and transformation; theories related to conflict resolution; approaches to conflict resolution, including negotiation and third-party interventions; and social psychological factors that influence conflict and conflict resolution. They also consider the influence of culture in conflict and conflict resolution; the role of ethics; intractable and international conflicts; the concept of peace; and how third-party approaches can contribute to the peace process. Students apply conflict resolution approaches to conflicts at all levels, from interpersonal to those involving whole nations.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 6745 - Health Psychology

(5 cr.)
Health psychologists work toward positive change in healthcare and health behavior through the study of relationships between patients and providers, how individuals and groups adapt to illness, damaging health behaviors, health cognitions, and many other related issues. In this course students explore the field of health psychology with a focus on the biopsychosocial model. They discuss behavioral and biomedical theories as well as the effect of psychological (personality), behavioral (health behaviors and coping), and social factors (stress and physician-patient relationships) on physical health and wellness.

Through the examination of current literature and peer discussions, students explore and address issues related to cardiovascular and immune health, including heart disease, stroke, cancer, and HIV/AIDS. They demonstrate their understanding of course material and consider how topics apply to their personal and professional life through the development of taskforce papers, a health brochure, and a final essay.

Prerequisites
- PSYC 6215
- PSYC 6701

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 6747 - Psychoneuroimmunology♦

(5 cr.)
In this course, students examine the current theory and interdisciplinary (psychological and medical) research associated with psychoneuroimmunology (PNI). Topics include the mind/body interaction, its effects on overall health through modulation of the immune system, and mind/body interventions. Students explore recent advances in medical science that have contributed to the knowledge of biological processes and how the mind can be used as a potent force in modifying the biological mechanisms involved in wellness and illness.

Prerequisites
- PSYC 6225

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 6748 - Stress and Coping♦

(5 cr.)
Students in this course examine contemporary theories on the perception of stress, appraisal of stressors, ways of coping, and the psychophysiological mechanisms involved in the stress response. They explore topical issues, including psychoneuroimmunology, behavioral nutrition, psychophysiology, traumatic stress, chronic pain, and stress-related psychophysiological and medical disorders as they relate to stress and coping. Students engage in discussions designed to provide practical application of course content. Demonstrating breadth and depth of knowledge and critical-thinking skills, students explore a topic of interest through a final research proposal and paper on a current issue related to course concepts.

Prerequisites
- PSYC 6225

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 6750 - Leadership Development♦
An understanding of the psychological principles of leader development often enhances leadership skills and ability to influence others to work toward common goals. In this course, students examine the psychology of leadership and leader development through cross-cultural, social, psychological, and political contexts. They identify and assess the psychological theories of leadership, leadership styles, qualities of great leaders, global leadership competencies, and instruments used to assess leadership and leadership potential. Students apply these psychological theories to assess and develop their own capacity for leadership.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 6752 - Leadership Coaching: Application**

(5 cr.)
The intent of leadership coaching is to facilitate psychological change that leads to goal attainment and enhanced performance. In this course, students apply evidence-based psychological approaches to coaching case studies. They assess coaching roles and settings; skills and competencies; models and frameworks; and current issues and future trends. Students employ critical-thinking skills and synthesize concepts learned in the course to develop a plan for implementing effective coaching in a real-world setting.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 6753 - Leadership and Leader Development**

(5 cr.)
Leadership is complex and requires an exploration of the nuances, theories, and development required to be an effective leader. Students are provided with an extensive overview of leadership theories examining leadership from historical to more contemporary perspectives. Some of the more contemporary topics explored include strategic and global leadership, team leadership, emotional intelligence, and crisis leadership. Students explore definitions of leadership, major theoretical leadership models, and contextual and situational factors related to leadership. Students also examine various perspectives on leadership and the role of leadership in the achievement of organizational, group, and individual goals. Students engage in application assignments and discussions, focusing on effective leadership issues and practices. Ethical, cultural, and global aspects of leadership will be explored throughout the course. Leader development will be emphasized as students examine different leadership issues.

**PSYC 6754 - Personnel Psychology in the Workplace**

(5 cr.)
In this course, students explore the application of psychological theory and practice to
human resources activities in organizations. They examine related topics, including job
analysis and design, employee selection and placement, training and development,
performance management and appraisal, and legal and ethical considerations in human
resources management. Through a group project case study, students research, assess,
and share critical issues in personnel psychology. They also demonstrate their ability to
conduct effective research and review literature through a final research paper on a
topic of interest related to course content and theory.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a
program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more
information.

**PSYC 6755 - Leadership and the Process of Change**

(5 cr.)
Effective leadership requires the ability to facilitate positive change, lead others in efforts
to effect similar change, and work through challenges when met with resistance to
change. Students in this course are provided with an extensive overview of leadership
theories. Students explore definitions of leadership, major theoretical leadership models,
and contextual and situational factors related to leadership and change. Students also
examine various perspectives on leadership and the role of leadership in the
achievement of organizational, group, and team goals. Students engage in practical
assignments and discussions, focusing on effective leadership issues and practices during
the process of organizational change.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a
program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more
information.

**PSYC 6762 - The Psychological Impact of the Internet and Mobile Technologies**

(5 cr.)
The Internet and mobile technologies have increased the immediacy and accessibility of
information and have provided a global platform for the expression of creativity and new
ideas. Students in this course explore how the Internet and mobile technologies affect
how people think, view the world, gain information, and record and interpret history.
They examine and discuss the use of the Internet and mobile technologies for
socialization, entertainment, news and information, terrorism, politics, commerce and
advertising, health, education, and work. Applying course concepts and theories,
students demonstrate knowledge through a final paper or presentation in which they
examine how the Internet and mobile technologies psychologically impact their personal
lives and the lives of their family and friends.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a
program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more
information.

**PSYC 6764 - Instructional Design for Online Course Development**


In this course, students explore instructional design and delivery of online courses, issues related to assessment, evaluation in a distance-learning environment, and appropriate and systematic use of technology in online learning venues. Addressing course objectives and discussion questions, students explore and assess issues related to learning styles and instructional strategies in the online environment as well as alternatives to the online lecture. Students gain hands-on experience developing components for online instruction using course concepts and best practices in the field. 

Prerequisites
- PSYC 6763

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 6765 - Educational Psychology♦

In this course, students examine the variables related to teaching and learning to understand how educational psychologists contribute to teacher effectiveness, student motivation, and overall academic achievement. They assess teaching methods, learning environments, curriculum development, educational achievement, and characteristics of teachers and learners. They also explore educational assessment, environmental issues, and educational research techniques. Students complete an article summary through which they explain the rationale, methods, findings, and implications of a current research issue. Sharing their topical summaries with the class, students gain multiple perspectives and make connections within the field of educational psychology.

Prerequisites
- PSYC 6215
- PSYC 6701

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 6766 - Teaching of Psychology♦

Students in this course examine techniques and issues related to teaching psychology at the college/university level. They examine aspects of the adult development process, teaching skills, rapport with students, and course and classroom management. Students also explore classroom communication and ethical issues relevant to both instructors and students. Demonstrating their knowledge and communicating perspectives, students complete writing assignments on topics related to teaching psychology. They also have the opportunity to gain practical experience and constructive feedback as they lead discussions, assign grades, and evaluate other student teachers.
Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 6771 - Terrorism: A Systemic Approach for Emergency Preparedness

(5 cr.)
Terrorism continues to be a constant threat to the American public, which leads to facilitating the need for accurate information, organized resources, and established approaches to respond to emergencies and to keep the public informed. Students in this course examine terrorism and related public policy on a local, national, and international level. They also assess the need and function of systemic approaches for emergency preparedness. Students explore and discuss topical issues, such as terrorism and public health, bioterrorism, biosecurity, cyber terrorism, risk assessment, implications for public health, and components of a systemic preparedness infrastructure. Using analytic skills and tools, students assess recommendations that policymakers use in decisions to prevent or respond to terrorism. They also gain hands-on experience initiating the development and/or analysis of a terrorism-preparedness infrastructure.

PSYC 6775 - Strategic Context of Public Management and Leadership

(5 cr.)
Public policy implementation can take place in either a public organization, a private one, a nonprofit one, or a combined or networked one. Students in this course engage in a collaborative study of the changing strategic context of public administration as they apply a strategic planning and management approach to the implementation of public policy. Students are introduced to planning, management, financial management, performance management, and contracting processes in the organization whose purpose is to implement public policy.

PSYC 6776 - Transformative Change in a Shared-Power World

(5 cr.)
Students in this course are engaged in a collaborative study of the nature and methods of transformative change in the complex human systems of contemporary public organizations. Students explore and employ a pragmatic-action-learning process for studying the experience of transformative change in complex systems. They examine the dynamics of complex adaptive systems to gain an understanding of how large-scale and highly interrelated human systems change through self-organization. Students explore and apply appreciative inquiry and other selected methods of transformative change to a positive organizational-change situation of personal interest. They also have the opportunity to develop professional-action habits for pragmatic-action learning in the practice of public administration.

PSYC 6781 - Psychopathology From a Clinical Perspective
Students in this course are provided with an in-depth examination of current theory and research associated with major psychological disorders and their diagnosis. The primary classification systems are explored in terms of their applicability and limitations. The factors that impact the assessment, diagnosis, and treatment of disorders along a continuum of mental health are explored. Application of the diagnostic criteria in terms of case conceptualization is emphasized.

**Prerequisites**
- PSYC 6215
- PSYC 6701

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 6785 - Prevention: Research and Practice**

In this course, students prepare for their roles as counselors in areas of prevention, intervention, and consultation with specific populations in different settings. Students assess these three areas of mental health counseling, including the relationships among them, methodological applications, and related ethical and legal considerations. They also discuss a variety of topics with their peers, such as applications for social change, needs of specific populations, iatrogenic harm, professional approaches and challenges, program evaluation, and future trends. Using an action-research model, students develop a blueprint for a project to address a contemporary mental health issue through the context of prevention, intervention, or consultation.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 6790 - Introduction to the Nonprofit Sector**

Nonprofit organizations (NPOs) can serve to positively affect people's lives through social change, but they require leaders who have a fundamental understanding of the nonprofit sector, including related ethical, legal, and global perspectives. Students in this course explore these viewpoints as well as the history, foundations, and types of NPOs. They also examine the diverse political, social, and economic contexts within which NPOs exist. Students explore and apply marketing, public relations, and communication concepts and strategies to case studies and contemporary situations. Gaining practical insight, students also apply theories presented in the course to the development of a concept paper guiding the development of a nonprofit organization.

**PSYC 6791 - Organizational Management and Leadership**

Public and nonprofit leaders in all areas of public administration require a thorough understanding of the expectations of their roles as leaders and managers of diverse and complex organizations. Students use theoretical and applied perspectives from which they study the intricacies of these roles, including the distinction between leadership and management, organizational culture, change management, systems theories, and organizational development. Students gain a practical understanding of these topics through the application of principles and concepts to public, private, and nonprofit organizational settings.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 6793 - Board Governance and Volunteer Management

The success of nonprofit organizations (NPOs) is largely dependent on the effective management of program volunteers and board members—individuals who often serve as the lifeblood of NPOs. Students in this course explore the volunteer management process, including volunteer recruitment, orientation, training, supervision, and evaluation. They focus on methods that organizations use to create and maintain an effective Board of Directors to ensure that the board governs and guides the organization toward their mission. Students design a board development or volunteer management plan based on processes presented in the course and fundamental concepts acquired earlier in the program.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 6800 - Applied Psychology Research Methods

In this research course, students are provided with core knowledge and skills for collecting, analyzing, and interpreting quantitative data at the graduate level. Students are provided practical skills in conducting applied research activities including methodological approaches, data collection, and management. They also explore basic exploratory, descriptive, and inferential analyses and apply statistical techniques to analyze data.

Prerequisites
• RSCH 6110

PSYC 6805 - Holistic Psychology

Holistic psychologists provide therapy to patients by incorporating all aspects of the
individual, including mental, physical, and spiritual. Students in this course are provided with a foundation in holistic psychology. Students examine topics in holistic and transpersonal psychology, as well as influences of theory and research in the areas of spirituality and mind/body relationships. While focusing on the integration of various perspectives, students also examine states of consciousness, emotional and psychosomatic disorders, spiritual emergencies, death and dying, and integral psychology. They share perspectives and assess current issues through discussions, and they demonstrate knowledge through a final written assignment on a major topic of choice related to holistic psychology.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 6810 - Community Psychology

(5 cr.)
Through collaborative research and action, community psychologists work to enhance the well-being of individuals and community by understanding how communities function on many different levels. Students in this course explore the fundamental concepts and practice of community psychology. They examine guiding values and assumptions of the field, basic ecological concepts, and models of intervention. Evaluating traditional and topical research, students explore diversity in community psychology, strategies for social change, primary and secondary prevention, community mental health, empowerment, stress, and resiliency. They also have the opportunity to assess and discuss their personal and professional experiences, values, and cultural background and to consider how these factors are likely to influence their work as community psychologists.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 6815 - Contemporary Gerontology/Geriatric Psychology

(5 cr.)
Statistical data indicate that people are living longer and the number of older persons is continually increasing. As the population ages, society must prepare to address their needs. Students in this course are provided with a multidisciplinary approach to the study of aging in contemporary societies. Students examine the biological, psychological, social, and societal contexts of aging. They also explore the historical and cross-cultural perspectives on aging, social theories of aging, managing chronic diseases, cognitive changes associated with aging, mental health issues, sexuality, and social interactions. Through a series of taskforce reports on various topics, such as sexually transmitted diseases, substance abuse, and elder abuse, students apply course concepts and critically examine current issues in gerontology.

Students may take this as a non-degree course, which means they do not have to be enrolled in a
PSYC 6825 - Psychology of Gender♦

(5 cr.)
Gender has been the focus of many stereotypes developed over time; but how much does the biological sex of an individual actually influence one's behavior, development, or emotions? Students in this course are introduced to theories and research on gender role expectations and their influence on the psychosocial developmental experience of women, men, and children. Students apply current gender research to understanding achievement, work, relationships, sexuality, violence, and physical health and illness. They also engage in readings and assignments that emphasize the responses of women and men to life stresses, women as clients in psychotherapy, and the increasing role of gender research in the mental health professions.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 6830 - Psychology of Sexuality♦

(5 cr.)
In this course, students explore sexuality through a variety of frameworks, including historical, psychological, sociological, anthropological, biological, public health, and media and cultural studies. Using a variety of theoretical perspectives, including essentialist and constructivist notions of sex, sexuality, and sexual identity, students examine traditional understandings of sexuality, including male and female sexual anatomy, physiology, and response; variations across the lifespan; sexual communication; love and interpersonal attraction; and sexual disorders. They also explore and discuss different expressions of sexual identity, including heterosexuality, homosexuality, and bisexuality as well as different expressions of gender identity from cross-cultural and interdisciplinary viewpoints. Students complete an integrative final paper incorporating research, ideas, and peer feedback from discussions on a topic related to the psychology of sexuality.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 6831 - Current Issues in Homeland Security♦

(5 cr.)
Since its inception, the Department of Homeland Security has profoundly impacted public policy and administration. Students are provided with an in-depth analysis of homeland security, including history, concepts, policies, and strategies of prevention and response. Students examine and discuss current, relevant topics, including ethical issues, telecommunications, technology, threat assessment, contingency planning, and risk management. Students hone their critical-thinking and analytic skills through the
application of fundamental concepts and principles of homeland security to case studies and current issues.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 6832 - Terrorism: Legislation and Policy♦

(5 cr.)
The events of September 11, 2001, resulted in a new and intense focus on the issue of terrorism in the United States and abroad. Through traditional literature and a wealth of contemporary journal articles and media sources, students explore the history of terrorism, the evolution and international context of terrorist groups, and the causes of and motivations for terrorist acts. They learn about the laws, regulations, and legislation related to terrorism. They also analyze possible future trends in terrorism as well as the current role of the media, governmental agencies, and entities in the prevention of and response to terrorism. Students use concepts presented in the course and additional research to develop a proposal to change and improve an existing counterterrorism policy.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 6912 - Mental Health Law♦

(5 cr.)
Mental health counseling professionals in all areas, especially criminal forensic psychological practice, may encounter various conflicts regarding psychological and legal approaches to treatment. Therefore, it is important for counselors to have a firm understanding of mental health law to avoid conflicts, such as issues of liability and malpractice. Students in this course are provided with the opportunity to examine several different aspects of the law related to mental health issues, including those constituting forensic psychological practice, such as civil matters (personal injury and civil competency issues) and criminal matters (competency to stand trial, criminal responsibility, diminished capacity, and death-penalty issues). Students employ recent court decisions and laws, such as the Tarasoff ruling, mandated reporting, and the Health Insurance Portability and Accountability Act (HIPAA), to examine how mental health law influences the practice of psychology and mental health counseling.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 8000 - Foundations for Graduate Study in Psychology

(6 cr.)
Students in this course are introduced to Walden University and to the requirements
for successful participation in an online curriculum. Students work toward building a foundation for academic and professional success as scholar-practitioners and social change agents. They assess the relationship of mission and vision to professional goals, and they develop a program of study, a professional development plan, and strategies for online success. Students also explore resources used throughout the program, such as the online Walden University Library. They engage in course assignments focused on the practical application of professional writing, critical-thinking skills, and the promotion of professional and academic excellence.

**PSYC 8002 - Foundations for Graduate Study in Psychology**

(5 cr.)
Students in this course are introduced to Walden University and to the requirements for successful participation in an online curriculum. Students build a foundation for academic and professional success as social change agents. They assess the relationship of Walden's mission and vision to professional goals. They establish connections with their peers and the broader Walden community. Students engage in course assignments focused on the practical application of scholarly writing, critical-thinking skills, academic integrity, ethics, and the promotion of professional and academic excellence within the field of psychology.

**PSYC 8002L - Foundations for Graduate Study in Clinical Psychology**

(5 cr.)
This course is an introduction to Walden University and to the profession of clinical psychology. Students receive a foundation for success in online education and for academic and professional success as scholar-practitioners and social change agents. The beginning of the course provides an overview of the mission and vision of Walden, the student’s program of study, and tools for success in the online program. The remainder of the course provides a systematic introduction to clinical psychology as a profession. Topics include varieties of clinical practice, professional competencies, ethical and multicultural competencies, emerging issues, and organizations within the profession and clinical psychology. Through course assignments, students focus on practical applications of writing and critical-thinking skills, self-reflection, and promotion of professional and academic excellence.

**PSYC 8003 - Foundations for Graduate Study in Counseling Psychology**

(5 cr.)
Students in this course are introduced to Walden University and to the profession of counseling psychology. A foundation for success in online education and for academic and professional success as a scholar-practitioner and social change agent is provided. Students have an overview of the mission and vision of Walden, the student’s program of study, and tools for success in the online program at the beginning of the course. The
remainder of the course is a systematic introduction to counseling psychology as a profession. Topics include varieties of counseling practice, professional competencies, ethical and multicultural competencies, emerging issues, and organizations within the profession and counseling psychology. Course assignments focus on practical application of writing and critical-thinking skills, self-reflection, and promotion of professional and academic excellence.

**PSYC 8004 - Foundations for Graduate Study in Psychology**

(3 cr.)
Students in this course are introduced to Walden University and to the requirements for successful participation in an online curriculum. Students work toward building a foundation for academic and professional success as scholar-practitioners and social change agents. They assess the relationship of mission and vision to professional goals, and they develop a program of study, a professional development plan, and strategies for online success. Students also explore resources used throughout the program, such as the online Walden University Library. They engage in course assignments focused on the practical application of professional writing, critical-thinking skills, and the promotion of professional and academic excellence.

**PSYC 8111 - Development in the Digital Age**

(5 cr.)
Students in this course examine the impact of social media and other digital technology on children, teens, and adults and at different stages of cognitive, social, and emotional development. They also examine how identity development, relationships, and socialization can be affected by the use of digital and social media. Students receive a historic review of electronic media research, including the effect of violent television on viewer behavior, which provides a foundation to examine the current impact of digital media. Current issues such as sexting, online harassment, cyberbullying, and cyberstalking are explored, along with strategies for mitigating these issues. Similarly, positive impacts of social media, such as building social groups, finding communities, overriding generational gaps, seeking health and mental health support and resources, are also explored. Students also examine generational, socioeconomic, and cultural differences in access to and use of digital media. Digital media literacy and public policy are explored, with an emphasis on positive social change.

* Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 8113 - Ethical Issues and Professional Responsibilities in Forensic Psychology**

(5 cr.)
Students in this course acquire the contemporary knowledge needed to apply ethical
practice and professional responsibilities while working as a forensic psychologist. The American Psychological Association’s *Ethical Principles of Psychologists and Code of Conduct* as well as the American Psychology-Law Society’s *Specialty Guidelines for Forensic Psychology* are mainstays in this course. Additionally, the various roles and responsibilities of a forensic psychologist are covered.

**PSYC 8115 - Writing a Quality Prospectus**

(5 cr.)
This 5-credit course is focused specifically on the process of writing the doctoral study prospectus. Students will use their preliminary research plan, developed previously, and develop a problem statement, to be used in the doctoral study. They further refine the problem statement and carry out the planning and the library research that will bring them to the formulation of a doctoral study prospectus. The prospectus is a brief paper, typically 15–20 pages in length, that lays out the background for the problem statement, the problem statement itself, a survey of the relevant literature (typically 25–75 references), and a research, implementation, and evaluation plan for the solution of the problem.

**PSYC 8116 - Understanding Forensic Psychology Research**

(5 cr.)
Students in this course will better understand how to be astute consumers of forensic psychology research. Basic principles of statistics, such as reliability and validity, are covered. At the same time, students learn how to critically read forensic psychology research and how best to apply research results to forensic clinical settings.

**PSYC 8125 - Assessment in Forensic Psychology Settings**

(5 cr.)
Students in this course cover the varied assessment techniques and instruments used in the forensic psychology arena. Some of the assessment areas covered include risk assessment, juvenile evaluations, lie detection, custody evaluations, and many of the psychological tests and instruments that are used in these assessments. Students acquire a solid foundation of the knowledge of forensic psychology techniques and assessment, rather than specific skills, in administering and interpreting psychological tests.

**PSYC 8131 - Theories of Learning**

(5 cr.)
Participants in this course study in-depth modern learning theory, its historical context, theoretical ideas, research, and applications in various learning environments. The theoretical ideas of the major paradigms of learning, such as behaviorism, gestalt,
cognitivism, information-processing, constructivism, and humanism, will be covered. Students also review current theories of cognitive processes, such as language, memory, and intelligence, and how differences in cognitive level throughout the lifespan mediate learning of educational subject matters.

**Prerequisites**
- PSYC 8760

**PSYC 8135 - Criminal Behavior**

(5 cr.)
Students in this course survey contemporary views and theories of maladaptive and criminal behavior. A broad conceptualization of criminal behavior, such as that which comes from the sociological and anthropological perspectives, is discussed. Theories and application of criminal profiling will be discussed. Additionally, more specific views of criminal behavior germane to groups such as psychopaths, serial offenders, and sexually violent predators will be addressed.

⚠️ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 8185 - Writing a Quality Prospectus**

(5 cr.)
This five-credit course is focused specifically on the process of writing the doctoral study prospectus. Students will use their preliminary research plan, developed previously, and develop a problem statement, to be used in the doctoral study. They further refine the problem statement and carry out the planning and the library research that will bring them to the formulation of a doctoral study prospectus. The prospectus is a brief paper, typically 15–20 pages in length, that lays out the background for the problem statement, the problem statement itself, a survey of the relevant literature (typically 25–75 references), and a research, implementation, and evaluation plan for the solution of the problem.

**Prerequisites**
- RSCH 8110
- RSCH 8210

**PSYC 8202 - Survey Research Methods**

(5 cr.)
An in-depth study of a range of survey methods administered via in-person interview, self-report, phone interview, and Internet administration is introduced in this course. Topics will include survey design, administration, analysis, and addressing sources of bias. Students also review theoretical and empirical research on question and questionnaire
effects. Students prepare in the practice of writing questions and designing
questionnaires, both in general and in light of existing research.

Prerequisites
- RSCH 8110
- RSCH 8210

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 8203 - Attitudes/Attitude Change♦

(5 cr.)
Students in this course cover classic and contemporary models of attitudes, their functions, and how they are formed and maintained. The connection between attitudes and behavior and how attitudes are changed through the process of persuasion and cognitive dissonance will also be examined.

Prerequisites
- PSYC 8247

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 8204 - Intergroup Relations♦

(5 cr.)
Participants in this course study in depth basic and applied research and theory on both group processes and group relations, including some of the following topics: prejudice, discrimination, stereotyping, social categorization, minority and majority influence, group decision making, leadership, group structure, group socialization, bargaining and negotiation, intergroup conflict and cooperation, collective action and cognition, collective self and identity, social identity, language and identity, ethnic and cultural relations, and social dilemmas.

Prerequisites
- PSYC 8247

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 8207 - History and Systems of Psychology♦

(5 cr.)
Students in this course focus on the historical and philosophical roots of psychology and counseling. Topics include structuralism, functionalism, behaviorism, psychoanalysis, gestalt, and existentialism, as well as contemporary perspectives including evolutionary
psychology, positive psychology, postmodernism, and feminist psychology. Themes of diversity and multiculturalism in psychology and counseling are highlighted within each of the perspectives.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 8214 - Consulting for Organizational Change♦**

(5 cr.)
Organizational and professional development (OPD) professionals promote and implement organizational change by using fundamental techniques of change management. Students in this course examine and apply these tools, including consulting competencies, approaches, and organizational change models to learn the skills of an OPD consultant. Students explore methods for accelerating individual, group, and organizational performance through consulting, coaching, and change management. They also explore related topics, such as organizational assessment; team development; strategic planning; group dynamics; power, politics, and influence; leadership; and conflict management. Students apply course concepts to the assessment of an organization and the development of strategies to address identified needs for change.

Prerequisites
- PSYC 8412

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 8215 - Lifespan Development♦**

(5 cr.)
Students in this course are provided with an advanced overview of human development through the lifespan, including prenatal, childhood, adolescent, adult, and late-adult phases. Students examine and apply basic processes and theories to developmental milestones that occur within these phases of development. They explore factors of heredity and environmental elements on human development, and they consider ethical issues, research considerations, and global perspectives as they assess strategies to promote optimal development. Students also engage in coursework and discussions that highlight themes of diversity and social change.

Prerequisites
PhD in Psychology Students Entering With a BS Degree
- PSYC 8004
- PSYC 8252

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
PSYC 8216 - Dynamics of Contemporary, International, and Virtual Organizations♦

(5 cr.)
Globalization, technological innovation, and market factors continually change the context of business, requiring professionals who understand how organizations function to work through challenges and harness opportunities for change. In this course, students explore the implications of the changing nature of organizations as well as the emergence of international and virtual organizations in a global economy. Through contextual and application-based assignments, students address the unique opportunities and challenges for government, for-profit, nonprofit, international, and virtual organizations. Applying acquired knowledge and skills, students provide a diagnosis and recommendations for a specific organization’s development efforts.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 8221 - Psychology of Personality♦

(5 cr.)
Professionals study personality in a variety of contexts to better understand the factors that compose an individual’s psychological framework, including feelings, thoughts, and motivations. Students in this course are introduced to the major theories of personality and personality assessment approaches. Students examine research that supports multiple theories as well as basic concepts and principles of the various schools of thought. They also explore and discuss related topics, such as various aspects of psychology, including psychoanalytic, biological, behaviorist, learning, social-cognitive, trait and skill, humanistic, and existential, in addition to individual, cultural, and gender differences in personality. Students consider themes of diversity throughout the course.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 8226 - Biopsychology♦

(5 cr.)
An important branch of psychology, known as biopsychology, combines neuroscience with basic psychological models for the purpose of understanding how biology, including the brain and neurotransmitters, influence human behavior. In this course, students examine the structure and functions of the central and peripheral nervous systems and explore the impact of neurobiology, endocrinology, and physiology on human behavior. They examine brain functioning, including neural conduction; effects of neurotransmitters; sensory systems; and mechanisms of attention, memory, perception, and language. Students also explore literature addressing issues related to neuroplasticity and lateralization. Applying knowledge and skills from throughout the course, students develop a final research paper through which they synthesize
biopsychology concepts and critically analyze related research.

Prerequisites

- PSYC 8004

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 8238 - Cognitive and Affective Bases of Behavior

(5 cr.)

Students in this course review core theories of cognition and affect and their roles in human functioning. Students review basic components of cognition, including knowledge acquisition, knowledge representation, language and various aspects of thinking, and emotions. Participants also focus on the multidimensional and interactive characteristics of human cognitive and affective functioning. A specific emphasis is placed on theories and research bearing on how cognition and affect interact in important areas of human functioning such as emotional regulation, construction of reality, motivation, psychopathology, and health.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 8241 - Human Motivation

(5 cr.)

What are the factors that drive human behavior and in what ways can professionals harness this information to help individuals achieve their goals? Through the exploration of historical and contemporary theories and perspectives, students in this course have the opportunity to answer such questions and gain foundational knowledge of the study of human motivation. Students examine the physiological, psychological, learned, social, cognitive, and emotional aspects of motivation. They work toward developing a conceptual understanding of theories associated with motivation, which they apply to personal, professional, and contemporary social issues. Students engage in readings and assignments that incorporate themes of diversity as they relate to human motivation.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 8242 - Changing Health Behavior: Theory and Practice

(5 cr.)

Students in this course review past and current models of health behavior change, disease prevention, disease management, and relapse prevention. Coverage of health-related issues includes dietary needs, tobacco and drug use, safer sexual practices, and stress management. Students examine behavior change within specific populations (e.g.,
older adults, those with disability, different races/cultures/ethnicities) and factors that predict or serve as obstacles to lifestyle change and adherence. Additionally, students complete a grant-style proposal for a behavior change program of their design.

Prerequisites
- PSYC 8745

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 8247 - Social Psychology♦

(5 cr.)
Factors of cognitions and social behavior are at the root of nearly all experiences pertaining to individuals in society. In this course, students use the lens of social psychology to examine perceptions, attitudes, relationships and attraction, motivation to help others, prejudice and aggression, conformity and obedience, group behavior, and the influence of culture. Students apply knowledge and skills gained in the course to a final project in which they develop a plan for using social psychology research to address a significant social problem. Moreover, students consider ways to extend lessons learned to their personal and professional lives to effect positive social change as scholar-practitioners.

Prerequisites
- PSYC 8004

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 8252 - Themes and Theories of Psychology

(5 cr.)
In this course, students are introduced to theories, research, and themes that form the tenets of psychology. Basic theoretical models will be reviewed, including psychodynamic, cognitive, developmental, social learning/socio-cognitive, behaviorist, learning and motivation, systems, biopsychosocial, and gender theories. Theories encompassing diverse populations, including cross-cultural and feminist theories, will also be examined. Students will critically examine the strengths and limitations of these theories and their utility in the field of psychology. Contemporary themes in psychology will be explored, with an emphasis on application of theories designed to effect positive social change.

PSYC 8281 - Psychology Practicum I

(3 cr.)
This course is the first of the four-course, year-long practicum sequence. Students are
able to engage in a supervised experience that integrates theory and research with practice. As students work in collaboration with their site supervisor and course instructor, their practicum experience includes guided development of intermediate conceptual, assessment, intervention, and evaluation skills; awareness of professional and ethical issues; professional and interpersonal growth; development of cultural competence; and effective use of supervision.

Prerequisites
- Successful completion of AYR

**PSYC 8283 - Psychology Practicum II**

(3 cr.)
This course is the second of the four-course, year-long practicum sequence. Students continue their practicum applying the principles and methods of empirically supported treatments and approaches learned from their coursework. Working in collaboration with their site supervisor and course instructor, the practicum experience includes guided development of intermediate conceptual, assessment, intervention, and evaluation skills; awareness of professional and ethical issues; professional and interpersonal growth; development of cultural competence; and effective use of supervision.

**PSYC 8284 - Psychology Practicum III**

(3 cr.)
This course is the third of the four-course, year-long practicum sequence. Students continue their practicum, applying the principles and methods of empirically supported treatments and approaches learned from their coursework. Students bring closure to their work on real-world problems that they developed with their preceptors. Students evaluate and complete their practicum project and present their project in the workplace and in the online classroom.

**PSYC 8285 - Psychology Practicum IV**

(3 cr.)
This course is the fourth of the four-course, year-long practicum sequence. Students continue their practicum, applying the principles and methods of empirically supported treatments and approaches learned from their coursework. Students bring closure to their work on real-world problems that they developed with their preceptors. Students evaluate and complete their practicum project and present their project in the workplace and in the online classroom.

**PSYC 8292 - Clinical Psychology Internship I**
The internship course is taken in conjunction with a supervised clinical experience and is intended to prepare clinical psychology students for readiness to enter practice. After completion of the practicum sequence, students take this course, which is designed to develop intermediate intervention and assessment skills, integrate professional knowledge and skills with evidence-based practices, and continue focused development in specialization areas. A minimum of 2,000 clock hours with at least 900 clock hours of direct client contact must be documented.

**PSYC 8293 - Clinical Psychology Internship II**

The internship course is taken in conjunction with a supervised clinical experience and is intended to prepare clinical psychology students for readiness to enter practice. After completion of the practicum sequence, students take this course, which is designed to develop intermediate intervention and assessment skills, integrate professional knowledge and skills with evidence-based practices, and continue focused development in specialization areas. A minimum of 2,000 clock hours with at least 900 clock hours of direct client contact must be documented.

**PSYC 8294 - Clinical Psychology Internship III**

The internship course is taken in conjunction with a supervised clinical experience and is intended to prepare clinical psychology students for readiness to enter practice. After completion of the practicum sequence, students take this course, which is designed to develop intermediate intervention and assessment skills, integrate professional knowledge and skills with evidence-based practices, and continue focused development in specialization areas. A minimum of 2,000 clock hours with at least 900 clock hours of direct client contact must be documented.

**PSYC 8295 - Clinical Psychology Internship IV**

The internship course is taken in conjunction with a supervised clinical experience and is intended to prepare clinical psychology students for readiness to enter practice. After completion of the practicum sequence, students take this course, which is designed to develop intermediate intervention and assessment skills, integrate professional knowledge and skills with evidence-based practices, and continue focused development in specialization areas. A minimum of 2,000 clock hours with at least 900 clock hours of direct client contact must be documented.

**PSYC 8296 - Social Cognition and Attitudes**
(5 cr.)
In this course, students are oriented to key elements in social cognitive processing as a subspecialty of social psychology, including attribution theory, schema theory, social cognition relative to self, the role of attention/consciousness in social cognition, errors and biases in social thought, heuristics, person memory, affect and cognition, attitudes, social influence, and behavior relative to social cognition. Students investigate the structure and function of attitudes and how they are formed and maintained. They also examine the connection between attitudes and behavior and how attitudes are changed through the process of persuasion and cognitive dissonance.

Prerequisites
- PSYC 6245/8247 Social Psychology

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 8304 - Statistics 1*

(5 cr.)
Psychology practitioners use statistics in a variety of professional undertakings, such as creating studies to assess human behavior or deciding which treatment approaches are most effective for a specific client. Students in this course are provided with a thorough analysis of basic descriptive and inferential statistical methods commonly used in the social sciences. Students work toward developing the skills with which to write, analyze, and critique social science research. They learn various methods, including computation and analysis of frequency distributions, measures of central tendency, and statistical hypothesis testing. Students also examine statistical tests (and underlying assumptions), including z-score; single-sample, independent-sample, and related-sample t-tests; analysis of variance; correlation, regression; and chi-square tests. Students are introduced to the SPSS statistical software package.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 8305 - Statistics 2*

(5 cr.)
In this course, students review and expand on statistical techniques mastered in Statistics 1, such as the t-test, correlation analysis, ANOVA, and chi-square tests. Students explore underlying assumptions and applications of factorial, repeated measures (within groups), mixed-design ANOVA, multiple regression, and logistic regression. They learn statistical and analytical applications as well as how to critically read and write about psychological research—skills and techniques needed to complete the doctoral dissertation. Students also engage in analyses involving the use of the SPSS statistical software package.

Prerequisites
• PSYC 6305 or PSYC 8304

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 8307 - Multivariate Analysis

(5 cr.)
Univariate analyses, such as the t test, ANOVA and ANCOVA, chi square, correlation, multiple linear regression, and multiple binary logistic regression, are limited to the analysis of a single dependent variable and yield a single statistical solution. Students in this course in multivariate analysis are introduced to procedures to simultaneously analyze multiple independent and multiple dependent variables that yield more than one statistical solution. Covered in this course are several of the most common multivariate and data mining procedures, including MANOVA, discriminant analyses, factor analysis, canonical correlation, and cluster analysis. Students examine appropriate conditions for the use of each procedure and demonstrate understanding in applied discussion assignments, application assignments using IBM SPSS, and journal quality report of results.

Prerequisites
• PSYC 8004

PSYC 8311 - Research Design

(5 cr.)
In this course, students have the opportunity to build a foundation in the design of qualitative, quantitative, and mixed-method approaches to psychological research. Students learn the strengths and limitations of each method and under what circumstances each approach would be the most appropriate research design. They also learn the importance of scholarly writing as well as how to identify a topic for research and how to conduct a literature search. Students gain hands-on practice developing a research proposal through which they address key elements, such as collecting and analyzing data, writing an introduction, stating a purpose for the study, identifying research questions and hypotheses, using theory, and defining the significance of the study. Additionally, students consider the legal and ethical issues associated with human subjects’ protection.

Prerequisites
• PSYC 6305 or PSYC 8304

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
PSYC 8315 - Program Evaluation
(5 cr.)
The skills required to assess research and work effectively with stakeholders are among the many proficiencies required of professionals who evaluate and develop programs. In this course, students examine these skill sets as well as the history, theory, and major approaches underlying program evaluation. Students learn how to select appropriate quantitative and/or qualitative models and techniques to perform evaluations, demonstrate program effectiveness, and disseminate results. Additionally, students explore the procedures and techniques involved in offering their evaluation services to a specific group or organization. They also examine strategies to gain stakeholder interest in developing appropriate standards, research progress, and evaluation outcomes. Students acquire practical experience evaluating a program of interest through which they outline organizational structure, identify stakeholders, employ evaluation models, explain steps in planning, and predict possible challenges or stakeholder fears, for which they recommend solutions.
Prerequisites
  - RSCH 8260
  - PSYC 8214

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 8316 - Tests and Measurement
(5 cr.)
Students in this course are provided with an overview of the different types of tests used in clinical, educational, and organizational settings. Students engage in a comprehensive examination of psychometric properties used to develop and evaluate these instruments. They examine normative sampling and standardization, reliability and validity, test score interpretation, and test development. Students also consider related ethical, legal, and sociocultural issues, including cultural bias and fairness. Professional standards for testing provide a foundation for the course.
Prerequisites
  - PSYC 8304 or RSCH 8210

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 8343 - Psychotherapy Interventions 2
(5 cr.)
Students in this course learn methods of applying empirically supported treatment and interventions to client issues ranging from living problems to severe mental disorders in
selected populations. Students gain hands-on experience implementing intervention models, including cognitive-behavioral therapy, person-centered therapy, short-term dynamic psychotherapy, and integrative psychotherapy. They engage in topical readings and course assignments that emphasize culturally competent interventions within an ethical framework for clinical practice.

Prerequisites
- PSYC 8344

**PSYC 8344 - Interventions I**

(5 cr.)
The focus of this course is on the acquisition and demonstration of clinical and counseling skills in the context of empirically supported modes of intervention. Students apply skills in treatment-planning exercises, clinical vignettes, and face-to-face simulations of psychotherapy sessions.

**PSYC 8356 - Marriage, Couple, and Family Therapy**

(5 cr.)
Students in this course receive a foundation in the theoretical perspectives and empirical framework necessary for marriage, couple, and family therapy. The theoretical perspective includes general systems theory and its applications, as well as psychosocial, psychodynamic, transgenerational, strategic, cognitive-behavioral, and social constructionist models. Students learn to conceptualize presenting issues within a systemic perspective and context. Empirically based techniques for assessment and intervention of marriages, couples, and families are reviewed and analyzed.

**PSYC 8393 - MS in Psychology Capstone**

(5 cr.)
Students are provided with the opportunity to synthesize knowledge and skills acquired throughout their program into a practical project designed to promote positive social change in a capstone project. During this course, students work on a capstone project in which they complete a major integrative paper on a topic related to their specialization, incorporating theoretical and practical knowledge as well as social scientific research skills acquired throughout the program. The instructor may approve other capstone projects presented by students.

**PSYC 8412 - Research Foundations**

(5 cr.)
Students in this course examine and receive support for student readiness regarding the use of quantitative and qualitative research approaches. They study research fundamentals, including the distinction between social problems and research problems,
the functions of research problems versus research purpose statements, and the role of theory and conceptual framework in informing research. Students examine quantitative and qualitative concepts central to research methods, design, and analysis. They also study how research design, methods, and analyses properly align for both quantitative and qualitative approaches. Students demonstrate their knowledge by creating two research outlines, using quantitative and qualitative approaches, which they develop throughout the course. They determine appropriate conditions for the use of mixed-methods approaches and differentiate between types of mixed-methods research designs. Students engage in pre- and post-assessments of skills and knowledge.

Prerequisites
- RSCH 8210

**PSYC 8511 - Treatment of Forensic Populations**

(5 cr.)
Students in this course receive the basic knowledge necessary to evaluate and subsequently treat many different forensic populations. Various forensic populations such as sex offenders, substance abusers, victims of crime, and employee assistance to law enforcement personnel will be covered. The use of traditional forms of intervention, such as individual and group psychotherapy, as well as recent developments in intervention, such as restorative justice, will be addressed.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**PSYC 8521 - Police Psychology**

(5 cr.)
The focus of this course is directed at the various roles a psychologist might have when working within a police department. Issues such as officer selection and training, stress management, critical incident stress debriefing, and upper-management consultation are mainstays of the police psychologist and will be covered. Additionally, less-well-known roles such as training in hostage negotiations and the selection of special operations officers (S.W.A.T., snipers, tactical commanders) will be reviewed.

**PSYC 8522 - Psychology in the Courts**

(5 cr.)
Students in this course cover the major roles that a forensic psychologist could have within the court system. Issues such as expert testimony, jury selection, eyewitness testimony, and consultation with attorneys will be covered. Additionally, practical skills such as documentation and report writing will be addressed.

**PSYC 8551 - I/O Tests and Measurement**
Students in this course are provided with an in-depth study of measurement theory and the tests used in organizational settings. They review a comprehensive examination of psychometric properties used to develop and evaluate these instruments, including classical test theory, item response theory (IRT), and item forensics approaches to testing. Topics include normative sampling and standardization, reliability and validity, test score interpretation, and test development. Students also address ethical, legal, and sociocultural issues, including cultural bias and fairness. Professional standards for testing provide a foundation for the course.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 8552 - Psychology of Motivation at Work**

Participants in this course study in depth major topics in micro-level organizational behavior. Accountability, organization citizenship behaviors, forms of organizational attachment, motivation, goal theory, and issues of equity and justice will be covered.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 8573 - Child and Adolescent Health**

Students in this course cover diseases and disorders in children and adolescents. Topics include diabetes, anorexia, headaches, epilepsy, burn injuries, cystic fibrosis, asthma, addiction, and adolescent obesity. Health promotion for children and adolescents is discussed, including cardiovascular health, nutrition, and exercise. Also covered are insights into special issues such as post-traumatic stress disorder, daily stress, sexually transmitted diseases, sleep disorders, and ethical and legal issues in pediatric and adolescent health psychology.

Prerequisites
- PSYC 8745

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 8574 - Women's Health**

Students in this course examine healthcare issues in women and girls. Topics include healthy development, trauma, coping, self-esteem, resilience, self-care, well-being, sexual health, relationships, roles, family, schooling, careers, motherhood, transitions, violence,
security, bereavement, and positive aging.

Prerequisites
- PSYC 8745

◊ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 8576 - Advanced Personnel Psychology◊

(5 cr.)
Students explore advanced selection validation models and techniques, performance measurement approaches, and talent management systems as well as underlying legal implications and policy issues. In this course, students prepare as future scholar-practitioners to conduct and apply research in the field of personnel psychology.

◊ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 8579 - Job Attitudes, Measurement, and Change

(5 cr.)
Participants in this course study in depth major theories of job attitudes, as well as their antecedents, correlates, and consequences. Topics will include job satisfaction, organizational commitment, organizational citizenship behavior, withdrawal behavior, and counterproductive organizational behavior. Application of learning will be demonstrated through an applied-attitude survey research project.

PSYC 8620 - Adult Learning Theory and Application

(5 cr.)
Students in this course explore the history and development of adult education as a distinct entity from child and/or adolescent learning. Students examine the various adult learning environments, including but not limited to professional training and online learning. They examine adult learning theory and how andragogy is applied via theoretical principles in multiple contexts. Special attention is paid to specific challenges and needs of the adult learner. Students in this course become familiar with current research in the field of adult education and generate a comprehensive analysis that synthesizes scholarly research in the area.

PSYC 8630 - Theories of Learning and Motivation

(5 cr.)
Students explore classic and contemporary learning and motivation theory in the context of educational settings. The theoretical ideas of the major paradigms of learning, such as behaviorism, gestalt, cognitivism, information processing, constructivism, and
humanism as well as cognitive processes, such as language, memory, and intelligence, will be covered. Students examine the physiological, psychological, learned, social, cognitive, and emotional aspects of motivation as they apply to learning. They apply constructs such as culture and technology to their understanding of learning theory and student motivation to develop their own philosophy of teaching. Of particular focus is the application of theoretical concepts of learning and motivation to practical, real-world challenges found in present-day educational settings.

Prerequisites
- PSYC 8004

PSYC 8640 - Applied Social Psychology

(5 cr.)
Students are introduced to the goals and methods of applied social psychology. Topics explored include attitudes, social identity, social influence, attribution, social relations, diversity, and group dynamics in the context of educational, environmental, health, legal, and organizational settings as they relate to real-world social issues, practical problems, and the social domains of daily life. Emphasis is placed on exploring the contributions and contemporary applications of social psychological constructs, principles, theories, and interventions in these settings to promote positive social change.

Prerequisites
- PSYC 8247

PSYC 8700 - Psychology and Social Change

(5 cr.)
In this course, students analyze and evaluate theories of social and personal change. Students engage in a variety of conceptual and application assignments focused on power and social inequalities, ethnic inequalities, global environment, and issues related to gender and sexism, such as homophobia. In addition, students examine the impact of social change theories on children, families, and societies. They explore the concepts of change agent and change advocate as well as the role of the psychologist as change agent. Students also engage in an integrative written assignment to synthesize theories and analyze a current social problem in their community, for which they propose an action to address the issue and drive positive social change.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 8701 - Culture and Psychology

(5 cr.)
Culture often has a profound influence on individual beliefs, personality development,
and social behavior. Therefore, mental health professionals must have a fundamental understanding of the impact and psychological implications of culture. In this course, students focus on core themes of cross-cultural psychology—specifically, cultures representing different parts of the world and cultural influences on human psychology. Students explore the cultural components, research, and theory of cross-cultural psychology, and they assess the overall impact of culture on the field of psychology around the world. Additionally, they engage in readings and practical assignments to gain a better understanding of human development and the interactions between culture and social behaviors, health, mental health, and mental illnesses.

Prerequisites
PhD in Psychology Students Entering With a BS Degree
- PSYC 8252

◆ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 8702 - Dissertation Literature Review Lab

(2 cr.)
The purpose of this course is to help students prepare to write a well-structured, soundly presented critical literature review. Students taking this course cover topic selection, research analysis, writing, and editing. Upon completing the course, students produce an annotated bibliography and an outline of a literature review using a minimum of 10 self-selected research articles. This course is appropriate for doctoral students who are preparing for their dissertation research.

PSYC 8703 - Ethics and Standards of Psychology◆

(5 cr.)
In this course, students examine the origins of professional codes of ethics and standards of scientific psychology. Topics include ethical issues in academics (research, teaching, supervision), various work settings (assessment, consulting), and ethics involved in working with diverse populations. Additionally, students are introduced to forensic psychology and ethical issues related to the legal system. Students also explore how cultural factors are addressed in various ethical codes and the implications for scholar-practitioners.

◆ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 8705 - Ethics and Standards of Professional Practice◆

(5 cr.)
What constitutes fraudulent practice, and how can psychologists avoid it? In this course, students have the opportunity to answer questions such as this as they examine the
psychologist's principles of conduct, code of ethics, and standards of practice. They identify and analyze the guidelines for practice in specific psychological services and with identified populations, and they assess the ethical decision-making process. Students engage in weekly discussions on topical issues, including informed consent, confidentiality, duty to warn, mandated reporting, record keeping, the limits of competency, and dual relationships. They also consider the function of professional development, such as supervision, peer consultation, and continuing education, in reaching career goals and acquiring more diverse skill sets.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 8706 - Advanced Social Psychology**

(5 cr.)

Students in this course are provided with an advanced analysis of social psychology, including a review of the historical context and cultural grounding of social psychological theory. Students devote special attention to sociocultural psychology and the broad base of knowledge related to history, research methods, and applications to social and cultural processes. They explore and discuss topics related to small-group processes and dynamics and shared cognition, attitude development and shifting, social cognition and emotion, self-concept and self-regulation, conformity, affiliation and independence in groups, group performance, leadership, cross-cultural psychology, and biopsychosocial diversity. Students demonstrate their understanding of theories and concepts through a final analysis of a social problem occurring in their own community for which they propose an intervention to ameliorate the problem.

Prerequisites

- PSYC 8247

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 8718 - Psychology of the Exceptional Individual**

(5 cr.)

Students in this course examine the cognitive, social-emotional, and psychomotor characteristics of individuals significantly deviating from the norm in behavior and/or adjustment. They learn ways to understand and work with individuals with learning disabilities (including emotional, behavioral, and intellectual disorders; autism; brain injury; hearing and vision loss; physical disabilities; and health disorders) and those who are gifted and talented. Students explore topical issues, including inclusion, transition to adulthood, and multicultural diversity. Through this course, students work toward gaining the knowledge and skills for developing research-based educational and therapeutic interventions.
PSYC 8719 - Developmental Psychopathology

(5 cr.)
In this course, students learn about formal psychopathology, including emotional and behavioral disorders and classification systems of infants, children, and adolescents. Students examine contrasting models of psychopathology, classification and epidemiology of childhood psychopathology, co-morbidity rates, differential issues from the current diagnostic manual's outcome of childhood disorders, therapeutic approaches and their efficacy, and developmental resilience. They examine and discuss literature and topics related to assessment, diagnosis, and treatment; a wide range of disorders and disruptive behaviors; and abuse and neglect. Applying course concepts, students assess case studies of diagnostic issues for a contemporary and practical understanding of psychopathology.

PSYC 8720 - Diagnosis and Assessment

(5 cr.)
Students are provided with an overview of what is commonly referred to as abnormal psychology; however, students also consider factors constituting normalcy from multiple perspectives. Students explore the application of diagnostic criteria in various mental health work settings, such as schools, rehabilitation facilities, community agencies, and private practices. Using the scholar-practitioner model, students consider environmental and biological factors contributing to behavioral disorders. Students also examine techniques commonly used for the diagnosis and treatment of cognitive, emotional, and developmental disorders as well as for psychophysiological and psychosocial problems. Through coursework and discussions, students consider multicultural factors that complicate diagnosis as well as current trends and contemporary issues in clinical assessment and diagnosis.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 8721 - Advanced Psychopathology

(5 cr.)
In this course, students engage in an in-depth examination of current theory and research associated with major psychological disorders and their diagnoses. Students explore the primary classification systems in terms of their applicability and limitations as well as the factors that impact the assessment, diagnosis, and treatment of disorders along a continuum of mental health. Students engage in practical assignments, focusing on applications of the diagnostic criteria in terms of case conceptualization.
Prerequisites
• PSYC 8221

Students may take this as a non-degree course, which means they do not have to be enrolled in a
PSYC 8723 - Multicultural Counseling ♦

(5 cr.)
Students are provided with the opportunity to increase their knowledge of multicultural counseling and the delivery of psychological services as well as related skills needed in professional practice. Students explore diversity and identity issues and discuss their impact on the therapeutic relationship. They examine the application of traditional theoretical orientations and current multicultural theories to culturally diverse groups. Through a variety of assignments designed to provide practical application of content, students also investigate counseling concepts related to race and ethnicity, sex and gender, sexual orientation, social class, age, and ability.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 8724 - Child Psychotherapy

(5 cr.)
What are some of the special considerations of therapeutic treatment approaches in children? In this course, students have the opportunity to answer this question as they explore the psychological treatment of children from an array of theories and techniques, including play therapy. Students examine and discuss fundamentals and contemporary issues related to playroom organization; intake interviews; and psychological assessment, treatment, evaluation, and intervention. They also explore typical play behaviors of children at various levels of development, cross-cultural aspects of play and their meanings, as well as issues of cultural sensitivity and ethical practice. Students complete a final written assignment to synthesize course concepts and demonstrate their understanding of child psychotherapy.

Prerequisites
• PSYC 8215

PSYC 8725 - Group Therapy

(5 cr.)
Students in this course are provided with a comprehensive review of clinical and counseling approaches to group therapy. Students examine the theoretical bases of different approaches to group therapy, including psychoanalytic, existential, person-centered, gestalt, transactional, behavioral, rational-emotive, and reality therapy. Through an in-depth literature review as well as weekly discussions and written assignments, students focus on various types of groups, the efficacy of using group
therapy as the treatment method with various multicultural populations, the stages of group development, and related professional and ethical considerations.

**PSYC 8726 - Couples and Family Counseling**

(5 cr.)
An important skill for clinicians is to have a fundamental understanding of the dynamics and functioning of couples and families. Students in this course are introduced to concepts and applications in theoretical perspectives and techniques, classical schools of thought, and recent developments in couples and family therapy. Students explore culture, gender, and ethnicity factors in family development. They also review and compare theoretical frameworks in couples and family therapy, including psychosocial, psychodynamic, transgenerational, strategic, cognitive-behavioral, and social constructionist models. Additionally, students assess the roles of culture, spirituality, and values in understanding families.

**PSYC 8728 - Substance Abuse Counseling**

(5 cr.)
The impact of substance abuse on the lives of people with addictions, and the lives of their families, makes for a highly complex and challenging area of mental health counseling. Counselors working with these individuals must possess a comprehensive understanding of the background, controversies, and current approaches in regard to the treatment of substance abuse. In this course, students examine psychological aspects of addictions involving alcohol, prescription medications, and illegal substances. They also examine current research in the field of dependency and addiction. Students engage in a variety of conceptual and application-based assignments on diagnosing patients, choosing among models of treatment, planning treatment, using group and family treatment plans, and ensuring treatment efficacy. They also consider strategies to promote change, including the trans-theoretical model of behavior change.

**PSYC 8740 - Disaster, Crisis, and Trauma♦**

(5 cr.)
There is no shortage of natural and human-made disasters, such as war, violence, genocide, and terrorist activities. Individuals and communities impacted by such disasters often need assistance from professionals who understand the social, cultural, and psychological complexities of crisis and trauma. Students in this course investigate how these incidents impact the psychology of individuals and groups. They assess traditional and current literature and complete practical exercises to learn about theories of trauma; actions and behaviors following a disaster; stress, coping, and adjustment difficulties; psychological disorders (e.g., post-traumatic stress disorder); and available resources to deal with trauma. Considering the various ways crisis professionals can promote positive social change, students devote special attention to the importance and
development of culturally appropriate, service-delivery programs and interventions for individuals affected and traumatized by disasters.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 8741 - Psychopharmacology♦

(5 cr.)
Psychopharmacology is the study of how drugs affect the mind and behavior. This course is designed to provide a foundation in psychopharmacology for health psychology students. Students will cover pharmacokinetics, pharmacodynamics, structure of the nervous system, and neurotransmitters. The focus will be on medications used in the treatment of mental illness and on illicit drug use. Special populations will include age-based groups as well as those with pre-existing conditions.

Prerequisites
• PSYC 8226

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 8742 - Conflict, Conflict Resolution, and Peace♦

(5 cr.)
Through this course, students engage in a study of conflict, conflict resolution, and peace from psychological and social psychological perspectives. Students examine the concept of conflict and methods of addressing it, including management, resolution, and transformation; theories related to conflict resolution; approaches to conflict resolution, including negotiation and third-party interventions; and social psychological factors that influence conflict and conflict resolution. They also consider the influence of culture in conflict and conflict resolution; the role of ethics; intractable and international conflicts; the concept of peace; and how third-party approaches can contribute to the peace process. Students apply conflict resolution approaches to conflicts at all levels, from interpersonal to those involving whole nations.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 8743 - Psychology of Terrorism♦

(5 cr.)
Many sources define terrorism as a type of psychological warfare, as it induces fear and feelings of vulnerability. Therefore, professionals need to understand all aspects of terrorism to help prevent further terroristic acts and respond to victims who have been affected psychologically. Students in this course explore terrorism from a psychological
They examine types of terrorism; contributing factors related to the development of terrorists and terrorist organizations; counterterrorism agencies and laws; the impact of terrorist events on individuals, families, and communities; prevention, intervention, and postvention with survivors; media coverage of terrorist events; human rights and ethical issues; and future trends related to the psychology of terrorism. Students also examine the threat of terrorism in their own community and evaluate the potential impact. Using concepts presented in the course, they consider applications for preventative measures as well as strategies to promote resiliency among individual and families who may become victims of terrorism.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.);1-443-627-7222 (toll)] for more information.

PSYC 8745 - Health Psychology♦

(5 cr.)
Health psychologists work toward positive physical, psychosocial, and behavioral outcomes for individuals, groups, and organizations. Health psychologists study health behavior in individuals and groups, relationships between patients and providers, how individuals and groups adapt to illness, damaging health behaviors, health cognitions, and many other related issues. In this course, students explore the biopsychosocial and social ecological models of health psychology, among others, as well as behavioral and biomedical theories, using them to study health in individuals and groups. Students examine the effects of psychological, behavioral, and social factors on physical health and wellness. Students also explore key health enhancing and compromising behaviors and how they are connected to chronic health conditions. Through the examination of seminal publications and current literature, students synthesize research on these issues in relation to various chronic health conditions.

Prerequisites
- PSYC 8004

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.);1-443-627-7222 (toll)] for more information.

PSYC 8747 - Psychoneuroimmunology

(5 cr.)
Students in this course examine current theory and interdisciplinary (psychological and medical) research associated with psychoneuroimmunology (PNI). Topics include the mind/body interaction, the holistic effects on overall health through modulation of the immune system, and mind/body interventions. Students explore recent advances in medical science that have contributed to the knowledge of biological processes and how the mind can be used as a potent force in modifying the biological mechanisms involved.
in wellness and illness.

**Prerequisites**
- PSYC 6225 or PSYC 8226
- PSYC 6748 or PSYC 8748

**PSYC 8748 - Stress and Coping**

(5 cr.)
Students in this course examine contemporary theories on the perception of stress, appraisal of stressors, ways of coping, and the psychophysiological mechanisms involved in the stress response. They explore topical issues, including psychoneuroimmunology, behavioral nutrition, psychophysiology, traumatic stress, chronic pain, and stress-related psychophysiological and medical disorders as they relate to stress and coping. Students engage in discussions designed to provide practical application of course content. Demonstrating breadth and depth of knowledge and critical-thinking skills, students explore a topic of interest through a final research proposal and paper on a current issue related to course concepts.

**Prerequisites**
- PSYC 8226

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**PSYC 8749 - Leadership Development**

(5 cr.)
An understanding of the psychological principles of leader development often enhances leadership skills and ability to influence others to work toward common goals. In this course, students examine the psychology of leadership and leader development through cross-cultural, social, psychological, and political contexts. They identify and assess the psychological theories of leadership, leadership styles, qualities of great leaders, global leadership competencies, and instruments used to assess leadership and leadership potential. Students apply these psychological theories to assess and develop their own capacity for leadership.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**PSYC 8750 - Foundations of Industrial/Organizational Psychology**

(5 cr.)
An understanding of the psychological principles of leader development often enhances leadership skills and ability to influence others to work toward common goals. In this course, students examine the psychology of leadership and leader development through
cross-cultural, social, psychological, and political contexts. They identify and assess the psychological theories of leadership, leadership styles, qualities of great leaders, global leadership competencies, and instruments used to assess leadership and leadership potential. Students apply these psychological theories to assess and develop their own capacity for leadership.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 8752 - Psychology of Organizational Behavior**

(5 cr.) Effective leadership coaches must be fully capable of working with clients immersed in different organizational cultures that present unique challenges. In this course, students apply models, approaches, and frameworks; individual and team coaching strategies; and ethical guidelines to multiple case studies related to coaching for leadership development. Students gain practical insight on the characteristics, factors, and conditions that influence coaching efficacy, assessment, and evaluation. In addition, students consider diversity, ethics, and professional issues and challenges in the context of leadership coaching.

Prerequisites
- PSYC 8750

**PSYC 8753 - Career Counseling**

(5 cr.) Students in this course are provided with the opportunity to develop practical skills in career and vocational assessment as well as functional knowledge of how career assessment can assist in the exploration and understanding of the interrelationship among work, family, and life roles. They examine major sources of career and work information available on the Internet as well as through printed material and computer-based guidance systems. Gaining practical career counseling experience, students administer, score, and interpret printed and computer-based assessments of career interests, beliefs, and values. Students learn how to integrate career development theory and assessment results with career clinical interventions. They also examine clinical and assessment issues, devoting attention to computer-based applications and multicultural implications.

**PSYC 8754 - Personnel Psychology in the Workplace**

(5 cr.) In this course, students explore the application of psychological theory and practice to human resources activities in organizations. They examine related topics, including job analysis and design, employee selection and placement, training and development,
performance management and appraisal, and legal and ethical considerations in human resources management. Through a group project case study, students research, assess, and share critical issues in personnel psychology. They also demonstrate their ability to conduct effective research and review literature through a final research paper on a topic of interest related to course content and theory.

**Prerequisites**
- PSYC 8745

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**PSYC 8755 - Leadership and the Process of Change**

(5 cr.)
Effective leadership requires the ability to facilitate positive change, lead others in efforts to effect similar change, and work through challenges when met with resistance to change. Students in this course are provided with an extensive overview of leadership theories. Students explore definitions of leadership, major theoretical leadership models, and contextual and situational factors related to leadership and change. Students also examine various perspectives on leadership and the role of leadership in the achievement of organizational, group, and team goals. Students engage in practical assignments and discussions, focusing on effective leadership issues and practices during the process of organizational change.

**Prerequisites**
- PSYC 8750 or PSYC 8752

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**PSYC 8757 - Leadership Coaching: Application**

(5 cr.)
The intent of leadership coaching is to facilitate psychological change that leads to goal attainment and enhanced performance. In this course, students apply evidence-based psychological approaches to coaching case studies. They assess coaching roles and settings; skills and competencies; models and frameworks; and current issues and future trends. Students employ critical-thinking skills and synthesize concepts learned in the course to develop a plan for implementing effective coaching in a real-world setting.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

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**PSYC 8759 - Psychology and the Media**

(5 cr.)
In an age of technological innovation and virtual spread of knowledge, there are many different types of media, which often affect individuals, groups, and cultures. Students in this course explore the psychological impact of the media as it relates to violence, prosocial behaviors, sex and pornography, advertising, news and politics, special
populations, and culture and the global community. They also examine legal and ethical issues related to psychology and the media as well as the impact of the media on social change. Students engage in assignments designed to provide practical application of content on media psychology, the effects of media violence and pornography, the impact of advertising, news manipulation, global disasters, and other applicable topics.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 8760 - Educational Psychology♦

(5 cr.)
In this course, students examine the variables related to teaching and learning. Topics include teaching methods, educational achievement, learning environments, curriculum development, and characteristics of teachers and learners. Educational assessment, environmental issues, and educational research techniques are also explored.
Prerequisites
- PSYC 8004

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 8762 - Teaching of Psychology♦

(5 cr.)
Students in this course examine theories, techniques, and issues related to teaching psychology at the college/university level, both online and in person. They focus primarily on teaching skills, developing rapport with students, managing the course, and managing the classroom. Classroom communication and ethical issues relevant to both faculty and students are also covered.
Prerequisites
- RSCH 8110

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 8763 - Principles of Instructional Design♦

(5 cr.)
Students in this course are presented with an overview and critical analysis of various instructional methods and techniques, including their historical, psychological, and social foundations. Students analyze specific instructional applications in various settings and through multiple theories of learning, such as behavioral, cognitive, humanistic, and social-situational. They apply prior knowledge of learning, development, and cognition to
understand these applications. Students also consider and discuss the major challenges affecting curriculum design as well as potential future trends. Demonstrating understanding of course concepts, students critically analyze and present current issues in instructional design through collaborative projects.

**Prerequisites**
- PSYC 8762

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**PSYC 8764 - Instructional Design for Online Course Development**

(5 cr.)
In this course, students explore instructional design and delivery of online courses, issues related to assessment, evaluation in a distance-learning environment, and appropriate and systematic use of technology in online learning venues. Addressing course objectives and discussion questions, students explore and assess issues related to learning styles and instructional strategies in the online environment as well as alternatives to the online lecture. Students gain hands-on experience developing components for online instruction using course concepts and best practices in the field.

**Prerequisites**
- PSYC 8762

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**PSYC 8765 - The Psychological Impact of the Internet and Mobile Technologies**

(5 cr.)
The Internet and mobile technologies have increased the immediacy and accessibility of information and have provided a global platform for the expression of creativity and new ideas. Students in this course explore how the Internet and mobile technologies affect how people think, view the world, gain information, and record and interpret history. They examine and discuss the use of the Internet and mobile technologies for socialization, entertainment, news and information, terrorism, politics, commerce and advertising, health, education, and work. Applying course concepts and theories, students demonstrate knowledge through a final paper or presentation in which they examine how the Internet and mobile technologies psychologically impact their personal lives and the lives of their family and friends.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**PSYC 8781 - Psychopathology From a Clinical Perspective**
Students in this course are provided with an in-depth examination of current theory and research associated with major psychological disorders and their diagnosis. The primary classification systems are explored in terms of their applicability and limitations. The factors that impact the assessment, diagnosis, and treatment of disorders along a continuum of mental health are explored. Application of the diagnostic criteria in terms of case conceptualization is emphasized.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 8782 - Psychopathology From a Counseling Perspective**

Students in this course are provided with an in-depth examination of current theory and research associated with major psychological disorders and their diagnosis. The primary classification systems are explored in terms of their applicability and limitations. The factors that impact the assessment, diagnosis, and treatment of disorders along a continuum of mental health are explored. Application of the diagnostic criteria in terms of case conceptualization is emphasized.

**PSYC 8785 - Prevention: Research and Practice**

In this course, students prepare for their roles as counselors in areas of prevention, intervention, and consultation with specific populations in different settings. Students assess these three areas of mental health counseling, including the relationships among them, methodological applications, and related ethical and legal considerations. They also discuss a variety of topics with their peers, such as applications for social change, needs of specific populations, iatrogenic harm, professional approaches and challenges, program evaluation, and future trends. Using an action-research model, students develop a blueprint for a project to address a contemporary mental health issue through the context of prevention, intervention, or consultation.

**PSYC 8805 - Holistic Psychology♦**

Holistic psychologists provide therapy to patients by incorporating all aspects of the individual, including mental, physical, and spiritual. Students in this course are provided with a foundation in holistic psychology. Students examine topics in holistic and transpersonal psychology, as well as influences of theory and research in the areas of spirituality and mind/body relationships. While focusing on the integration of various perspectives, students also examine states of consciousness, emotional and psychosomatic disorders, spiritual emergencies, death and dying, and integral psychology. They share perspectives and assess current issues through discussions, and
they demonstrate knowledge through a final written assignment on a major topic of choice related to holistic psychology.

⚠️ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 8810 - Community Psychology**

(5 cr.)
Through collaborative research and action, community psychologists work to enhance the well-being of individuals and community by understanding how communities function on many different levels. Students in this course explore the fundamental concepts and practice of community psychology. They examine guiding values and assumptions of the field, basic ecological concepts, and models of intervention. Evaluating traditional and topical research, students explore diversity in community psychology, strategies for social change, primary and secondary prevention, community mental health, empowerment, stress, and resiliency. They also have the opportunity to assess and discuss their personal and professional experiences, values, and cultural background and consider how these factors are likely to influence their work as community psychologists.

**PSYC 8815 - Contemporary Gerontology/Geriatric Psychology**

(5 cr.)
Statistical data indicate that people are living longer and the number of older persons is continually increasing. As the population ages, society must prepare to address their needs. Students in this course are provided with a multidisciplinary approach to the study of aging in contemporary societies. Students examine the biological, psychological, social, and societal contexts of aging. They also explore the historical and cross-cultural perspectives on aging, social theories of aging, managing chronic diseases, cognitive changes associated with aging, mental health issues, sexuality, and social interactions. Through a series of taskforce reports on various topics, such as sexually transmitted diseases, substance abuse, and elder abuse, students apply course concepts and critically examine current issues in gerontology.

**PSYC 8825 - Psychology of Gender**

(5 cr.)
Gender has been the focus of many stereotypes developed over time; but how much does the biological sex of an individual actually influence one's behavior, development, or emotions? Students in this course are introduced to theories and research on gender role expectations and their influence on the psychosocial developmental experience of women, men, and children. Students apply current gender research to understanding achievement, work, relationships, sexuality, violence, and physical health and illness. They also engage in readings and assignments that emphasize the responses of women
and men to life stresses, women as clients in psychotherapy, and the increasing role of
gender research in the mental health professions.

Students may take this as a non-degree course, which means they do not have to be enrolled in a
program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more
information.

PSYC 8830 - Psychology of Sexuality♦

(5 cr.)

In this course, students explore sexuality through a variety of frameworks, including
historical, psychological, sociological, anthropological, biological, public health, and media
and cultural studies. Using a variety of theoretical perspectives, including essentialist and
constructivist notions of sex, sexuality, and sexual identity, students examine traditional
understandings of sexuality, including male and female sexual anatomy, physiology, and
response; variations across the lifespan; sexual communication; love and interpersonal
attraction; and sexual disorders. They also explore and discuss different expressions of
sexual identity, including heterosexuality, homosexuality, and bisexuality as well as
different expressions of gender identity from cross-cultural and interdisciplinary
viewpoints. Students complete an integrative final paper incorporating research, ideas,
and peer feedback from discussions on a topic related to the psychology of sexuality.

Students may take this as a non-degree course, which means they do not have to be enrolled in a
program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more
information.

PSYC 8860 - Independent Reading

(1–5 cr.)

Students in this course are provided with an opportunity to examine a topic area of
interest in greater depth than that which is provided in the course offerings. Students
work with the course instructor to design a syllabus that guides the independent
readings project. Content must include theoretical and empirical research literature that
addresses implications related to diversity and professional practice. Students may only
select this course once during their program of study and cannot use this course to
replace one that currently exists in the catalog.

Prerequisites

• Approved petition to Student Success Advising

PSYC 8871 - Practicum

(6 cr. minimum—3 cr. per term for minimum 2 terms)

The practicum is the opportunity for students to engage in a supervised experience that
integrates theory and research with practice. Through the practicum, students work
toward developing intermediate conceptual, assessment, intervention, and evaluation
skills; awareness of professional and ethical issues; professional and interpersonal
growth; development of cultural competence; and the ability to effectively use
supervision and feedback. Students must secure a practicum appropriate to their specialization, and the practicum must meet the current requirements of the state psychology board to which students intend to apply. Students design the PhD in Psychology practicum for a period of no fewer than 750 hours, which they must complete over a minimum of 2 terms. Students also participate in an online classroom experience.

Prerequisites
- Completion of the practicum application
- Approval of the field placement coordinator
- Completion of the Academic Year in Residence

Note: Post-doctoral certificate students may complete the practicum in one term, but may register for an additional term if they need more time.

**PSYC 8882 - Internship**

(12—3 cr. per term for 4 terms cr.)
The internship is a supervised training experience that prepares students to successfully function in the role of a professional psychologist and/or counselor. Internship experiences emphasize the integration of theory and research through applied practice in a variety of settings and situations. Supervising psychologists mentor interns through a professional relationship. Students learn how to effectively use and understand a supervisory relationship, engage in critical thinking, conduct assessments, implement evidence-based interventions, evaluate intervention efficacy, engage in professional consultation, and function within professional ethical standards. Interns also participate in didactic training. Internship is the final component of advanced applied professional training for students in licensure specializations prior to graduation. Students must secure internships appropriate to their specialization, and the internship must meet the current requirements of the state psychology board to which the student intends to apply. A total of 2,000 hours is required. Internships may be designed as a part-time or a full-time experience (minimum of 15 hours per week) but must be completed within a 2-year time frame. Students also participate in an online classroom experience.

Prerequisites
- PSYC 8871
- Completion of the internship application
- Approval of the field training coordinator

**PSYC 8912 - Mental Health Law**

(5 cr.)
Mental health counseling professionals in all areas, especially criminal forensic psychological practice, may encounter various conflicts regarding psychological and legal approaches to treatment. Therefore, it is important for counselors to have a firm
understanding of mental health law to avoid conflicts, such as issues of liability and malpractice. Students in this course are provided with the opportunity to examine several different aspects of the law related to mental health issues, including those constituting forensic psychological practice, such as civil matters (personal injury and civil competency issues) and criminal matters (competency to stand trial, criminal responsibility, diminished capacity, and death-penalty issues). Students employ recent court decisions and laws, such as the Tarasoff ruling, mandated reporting, and the Health Insurance Portability and Accountability Act (HIPAA), to examine how mental health law influences the practice of psychology and mental health counseling.

◆ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 8920R - Research Practicum

Students engaging in the research practicum participate as researchers in a project designed and supervised by faculty members. The students receive ethics training and consider ethical implications of research projects. They read literature concerning the project, collect data, analyze and interpret the quantitative and qualitative data that have been collected, and write a final paper on the project.

PSYC 8920T - Teaching Practicum

(5 cr.)
Students in this course can develop advanced skills necessary to become effective and ethical higher education instructors. They will engage in simulations to practice instructional skills and tasks and will evaluate their instructional and communication skills through practice in video and virtual classroom environments. Substantial reflection and instructor and peer feedback will enhance learning and development of skills. Students will refine the portfolios they developed in the Teaching of Psychology course.

PSYC 9000 - Dissertation

(5 credits per quarter for a minimum of 4 quarters until completion)
Doctoral students are provided with the opportunity to integrate their program of study into a research study through which they explore a specific area of interest in this course. Students complete the dissertation with the guidance of a chair and committee members through a learning platform classroom in which weekly participation is required. Students work with their dissertation chair to write the prospectus, complete an approved proposal (the first three chapters of the dissertation), complete an application for Institutional Review Board approval, collect and analyze data, and complete the dissertation. During the final quarter, students prepare the dissertation for final review by the university and conclude with an oral defense of their dissertation.
Once students register for PSYC 9000, they are registered each term until successful completion of the dissertation for a minimum of four terms. Students take this course for a minimum of four quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval.

To complete a dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

**Prerequisites**

- Foundation courses
- Core courses
- Designation of an approved dissertation committee chairperson
- Students engaging in a qualitative or mixed-methods dissertation study must also complete PSYC 8310.
- Students completing a mixed-methods dissertation study are strongly encouraged to also complete PSYC 8320

**PSYR 8117 - Writing a Quality Prospectus in Psychology**

*(5 cr.)*

This five-credit course is focused specifically on the process of writing the dissertation prospectus. Students can use their preliminary research plan, developed previously, and develop a problem statement to be used in the dissertation. They can further refine the problem statement and carry out the planning and the library research that will bring them to the formulation of a dissertation prospectus. The prospectus is a brief paper, typically 15–20 pages in length, that lays out the background for the problem statement, the problem statement itself, a survey of the relevant literature, typically 25–75 references, and a research, implementation, and evaluation plan for the solution of the problem. This course is provided in-residence, which means that students divide their time between online activities and activities completed in-residence, with the majority of the instruction occurring face-to-face during the in-residence class meetings.

**PSYR 8214 - Consulting for Organizational Change**

*(5 cr.)*

Organizational and professional development (OPD) professionals promote and implement organizational change by using fundamental techniques of change management. Students in this course examine and apply these tools, including consulting competencies, approaches, and organizational change models to learn the skills of an
OPD consultant. Students explore methods for accelerating individual, group, and organizational performance through consulting, coaching, and change management. They also explore related topics, such as organizational assessment; team development; strategic planning; group dynamics; power, politics, and influence; leadership; and conflict management. Students apply course concepts to the assessment of an organization and the development of strategies to address identified needs for change.

**PSYR 8232 - Consultation and Supervision in Psychology**

(5 cr.) Students in this course examine the history, theory, process, and methods in the fields of psychological consultation and clinical supervision. Students can gain theoretical and empirical knowledge as well as the relevant practical skills needed to function as consultants and supervisors. Ethical and legal issues in providing consultation and supervision will be addressed. This course is provided in-residence, which means that students will be dividing their time between online assignments and assignments completed in-residence, with the majority of the instruction occurring face-to-face during the in-residence class meetings. This format will allow students the opportunity to integrate the online didactic learning experience with hands-on skills demonstration.

**PSYR 8240 - Cognitive Behavioral Therapy**

(5 cr.) Students in this course will examine the historical and theoretical underpinnings of Cognitive-Behavioral Therapy (CBT)/Rational Emotive Behavior Therapy (REBT). Students will demonstrate the use of case conceptualization from a CBT perspective and will integrate and apply the therapeutic skills and techniques of CBT in the solution of life problems to mental health disorders. In examining ethical responsibility, students will analyze the appropriateness of using CBT with diverse populations, discussed within the context of empirically supported interventions. During the in-residence portion of the class, students will demonstrate and practice the skills of CBT/REBT. This course is provided in-residence, which means that students divide their time between online activities and activities completed in-residence, with the majority of the instruction occurring face-to-face during the in residence class meetings. This format allows the student to integrate the online didactic learning experience with hands-on skills demonstration.

**Prerequisites**
- PSYR 8704
- PSYR 8346
- PSYR 8117L
- PSYR 8421

**PSYR 8340 - Cognitive Assessment**
Students in this course are introduced to historical and current theories of intellectual functioning. Students can critically analyze issues related to cognitive ability and achievement and develop competency in the administration, scoring, and interpretation of various standardized instruments designed to assess cognitive and intellectual functioning. Students review and prepare written reports that summarize, interpret, and integrate assessment results with recommendations for prevention and intervention. There is an emphasis on ethical test use in a diverse society and linking assessment results to appropriate interventions and practice. This course is provided in-residence, which means that students divide their time between online activities and activities completed in-residence, with the majority of the instruction occurring face-to-face during the in-residence class meetings.

Prerequisites

- PSYR 8704
- PSYR 8346
- PSYR 8117L
- PSYR 8421
- PSYR 8232L
- PSYR 8240

PSYR 8345 - Interventions II

Students in this course explore the application of empirically supported treatment and interventions to client problems ranging from problems in living to severe mental disorders in selected populations. Students demonstrate the implementation of intervention models, including cognitive-behavioral therapy, person-centered therapy, short-term dynamic psychotherapy, and integrative psychotherapy, in the online and face-to-face classrooms. Culturally competent interventions are emphasized within an ethical framework for clinical or counseling practice. This course is provided in-residence, which means that students divide their time between online activities and activities completed in-residence, with the majority of the instruction occurring face-to-face during the in-residence class meetings.

PSYR 8346 - Clinical Psychopharmacology

Students in this course survey basic neuropharmacology, the effects of various psychotropic drugs, and the actions of drugs used to treat mental disorders. Basic principles of neuropharmacology, distribution and elimination of drugs, drug-receptor interactions and dose-response relationships, structure of neurons, neurophysiological mechanisms involved in synaptic activity, and the distribution of specific neurotransmitter systems are covered. Students also learn the actions of specific drugs,
their effects on behavior, and their uses in biological psychiatry. This course is provided in-residence, which means that students divide their time between online activities and activities completed in-residence, with the majority of the instruction occurring face-to-face during the in-residence class meetings.

**PSYR 8350 - Personality Assessment**

(5 cr.)
This course is designed to introduce students to the theory and concepts relevant to objective personality assessment as well as to build the skills needed to administer, score, and interpret specific measures of personality and social-emotional functioning in a professionally and ethically responsible manner. The course is also designed to develop students’ skills in selection of assessment methods, integration of all assessment data, case formulation, psychodiagnosis, report writing, and treatment planning based on assessment findings. This course has a skill-based, face-to-face required in-residence component, which is designed to be hands-on, intensive, and cumulative to promote learning and skill building that will generalize to "real-world" practice. Students can gain experience in integrative report writing and begin to develop evidence-based consultation and test-interpretation feedback skills. Satisfactory completion of this demanding course is seen as an essential component of the core Professional Psychology curriculum. It will be important for students to demonstrate mastery of course requirements considered essential in the professional practice of psychology (professional knowledge, skills, and attitudes) at the required in-residence. This course is provided in-residence, which means that students divide their time between online activities and activities completed in-residence, with the majority of the instruction occurring face-to-face during the in-residence class meetings.

**Prerequisites**
- PSYR 8704
- PSYR 8346
- PSYR 8117L
- PSYR 8421
- PSYR 8232L
- PSYR 8240

**PSYR 8421 - Multicultural Psychology**

(5 cr.)
This course is designed to provide a foundation in the theory and skills necessary for multicultural counseling and the delivery of psychological services to diverse populations. Students explore cross-cultural issues and their impact on the therapeutic relationship. Specific populations include those related to race, ethnicity, sex, gender, sexual orientation, social class, economic status, age, religion, and disability. The effects
of oppression and its prevention are also discussed in terms of social justice. This course is designed to be provided in-residence, which means that students will be dividing their time between online activities and activities completed in-residence, with the majority of the instruction occurring face-to-face during the in-residence class meetings. With this format, the student has the opportunity to integrate the online didactic learning experience with hands-on skills demonstration. This course is provided in-residence, which means that students divide their time between online activities and activities completed in-residence, with the majority of the instruction occurring face-to-face during the in-residence class meetings.

Prerequisites
- PSYR 8704
- PSYR 8346

**PSYR 8704 - Ethics and Standards of Psychological Practice**

(5 cr.)
The guidelines for practice in specific psychological services and with identified populations are explored. The ethical decision-making process is studied in depth. Topics include informed consent, confidentiality, duty to warn, mandated reporting, record keeping, the limits of competency, and dual relationships. Students in the course also address issues of professional development such as supervision, peer consultation, and continuing education. This course is provided in-residence, which means that students divide their time between online activities and activities completed in-residence, with the majority of the instruction occurring face-to-face during the in-residence class meetings.

Prerequisites
- CPSY 8245
- CPSY 8247
- RSCH 8210
- CPSY 8316
- CPSY 8215
- CPSY 8226
- RSCH 8310

**PSYR 8752 - Psychology of Organizational Behavior**

(5 cr.)
Students in this course examine the application of behavioral theories in organizational settings. The focus is on individual, group, and organizational behavior. Topics include individual differences in employee motivation and job satisfaction, group development, team building, organizational leadership, and organizational design, culture, and
development. Students acquire a broad knowledge base in organizational psychology, its research, and its applications.

**PUBH 1000 - Foundations of Public Health♦**

(5 cr.)
This course is an introduction to the principles and practice of safeguarding and improving the health of populations. Students examine the philosophies, goals, history, and organization of the field of public health. They discuss the role of the government in improving the health and well-being of its citizens. Students explore key concepts of public health, including morbidity and mortality, infectious and chronic disease, social determinants of health, and health disparities within populations.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PUBH 3000 - Environmental Health♦**

(5 cr.)
Human interaction has a major influence on the natural world, resulting in outcomes that can impact human and environmental health. In this course, students learn the principles of environmental health and examine the short- and long-term effects of environmental hazards on human health. Students consider their own interactions with natural and human-made environments to assess the impact of chemical, physical, biological, and social elements on their health. They also explore the potential impact of climate change on population health, emerging global health threats related to the environment, and environmental factors involved in the etiology and transmission of both communicable and non-infectious disease. Using concepts and methods presented in the course, students conduct an environmental risk assessment to determine the health of home environments. They also conduct a written analysis to report their findings, identifying actions to improve inspection results.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PUBH 3100 - Human Disease and Prevention♦**

(5 cr.)
Through this course, students explore the historical milestones concerning human disease and prevention, morbidity and mortality rates associated with various diseases, and the biological effects of infectious and chronic disease on the human body. Students discuss the general characteristics of disease transmission, symptoms, treatment, prevention, and control among various populations. They also examine psychosocial and behavioral factors that influence human disease.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
PUBH 4000 - Public Health Education and Communication

(5 cr.)
Effective delivery of health education and communication often leads to improved health literacy and positive changes in behavior among populations. In this course, students receive an overview of health education and its role in improving the health of individuals as well as populations. Students review the philosophical, historical, ethical, and theoretical foundations of health education as well as effective principles for the delivery of healthcare. They also examine the primary responsibilities and competencies of health educators, trends in the field, professional organizations, national certification, and the code of ethics.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PUBH 4030 - Planning Public Health Programs

(5 cr.)
Planning culturally relevant and effective public health programs is essential to improving the health of populations. In this course, students are introduced to public health program planning and design, including the process of needs assessment. Students examine and apply various models and theoretical frameworks of program planning. They also explore fundamental competencies relating to planning, such as writing goals and objectives, selecting strategies, developing budgets, and planning for specific populations. Students learn about concepts related to program implementation, management, and evaluation as these relate to the planning process.

Prerequisites
BS in Health Studies
  • HLTH 3115 or HLTH 3115S
BS in Public Health
  • HLTH 3115 or HLTH 3115S
All Other Programs
  • HLTH 3115

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PUBH 4100 - Evaluating Public Health Programs

(5 cr.)
How do public health professionals know when a program is working? This course
provides an introduction to evaluating public health programs. It examines various types of program evaluations, including formative, process, outcome, and impact evaluations. Students apply concepts for designing and conducting practical, ethical, and effective program evaluations that determine whether program goals are achieved. Students also explore ways to appropriately disseminate program evaluation results.

Prerequisites
- PUBH 4030

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PUBH 4200 - Public Health Policy for Social Change

(5 cr.)
Students in this course examine one of the most influential factors shaping the health of populations: public policy. Public health policy impacts the public's health at the local, state, and federal levels. Students explore the institutional, economic, social, ethical, and political factors that impact public policy. Students examine how public policy is developed and discuss issues relating to health advocacy within the framework of social justice.

Prerequisites
- BS in Public Health
  - HLTH 3115 or HLTH 3115S
- All Other Programs
  - HLTH 3115

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PUBH 4900 - Capstone in Public Health

(5 cr.)
In this capstone course, students have the opportunity to examine contemporary global public health issues, as well as to evaluate and synthesize the key concepts and skills they have gained from this program of study. Students complete a final capstone project based on service learning, field observations, or a review of literature.

Prerequisites
- All required core and concentration courses, if applicable, within the BS in Public Health

PUBH 5005 - Perspectives on Health and the Developing Scholar-Practitioner
Students in this course cover the origins and evolution of the concept of health, including some of the important health problems that face the world today and emerging concerns for the future. Students taking this foundational course are introduced to key events in history, as well as some of the health systems and issues that a modern health practitioner may encounter. Strategies for success as a graduate-level scholar and a health practitioner are integrated in a way that provides meaningful context to learners. Students discuss key concepts with peers, and the course culminates with a reflection paper designed to help learners evaluate their professional goals and how to progress as a scholar-practitioner and social change agent. Students explore careers in various public health and health education settings and experience a virtual health department in order to learn about various functions and personnel.

Note about required first courses: Students in the MPH program must receive a B or better in this course.

**PUBH 5030 - Socioecological Perspectives on Health**

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PUBH 5127 - Public Health Policy, Politics and Progress**

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
Students cover the origins and evolution of the concept of health, including some of the important health problems that face the world today and emerging concerns for the future. In this foundational course, students are introduced to key events in history as well as some of the health systems and issues that a modern health practitioner may encounter. Strategies for success as a graduate-level scholar and a health practitioner are integrated in a way that provides meaningful context to learners. Students discuss key concepts with peers, and the course culminates with a reflection paper designed to help learners evaluate their professional goals and how to progress as scholar–practitioners and social change agents. Students explore careers in various public health and health education settings and experience a virtual health department to learn about various functions and personnel.

Note about required first courses: Students in the MPH program must receive a B or better in this course.

PUBH 6030 - Socioecological Perspectives on Health

In this course, students identify and discuss social and ecological perspectives of public health including individual, interpersonal, organizational, community, societal, and public policy factors. Students explore and apply the socioecological model (SEM) and other theoretical frameworks that aim to address current public health problems and reduce health disparities, morbidity, and mortality. Students demonstrate understanding of course concepts through peer discussion and through researching and describing a specific health issue in a community, discussing the contributing factors, and proposing an appropriate intervention.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PUBH 6031 - Public Health Administration and Leadership

In this course, students are provided with a foundational understanding of the administrative, managerial, and organizational practices of public health and healthcare delivery systems. Students examine theories of leadership as well as the professional attributes, skills, styles, and strategies required to advance public health goals. They engage in a variety of contextual and practical assignments focused on management theories, policy processes, systems thinking, strategic planning and partnerships, public health financing, human resource management, public health informatics, quality and performance improvement, leadership, and organizational behavior. Students also consider the impact of global trends on public health.

Prerequisites

- PUBH 6005
Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PUBH 6032 - SPSS Revealed**

(1 cr.)
This is a laboratory-type course where students learn the skills needed to use the statistical computer package SPSS in public health practice and research. Topics include importation of data, management of various types of data, creation and exportation of tables and graphs, and computation of basic statistical tests using SPSS.

Prerequisites
- PUBH 6005

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PUBH 6033 - Interpretation and Application of Public Health Data**

(5 cr.)
Students in this course learn about biostatistical methods and concepts used in public health practice and research. Emphasis is placed on interpretation and application of concepts rather than statistical calculations. Major topics include identification of types of data, creation and interpretation of narrative and graphical descriptive statistics, conceptualization of statistical inference and probability, and interpretation of common nonparametric tests, analysis of variance, and simple linear regression models. Students are required to use the statistical computer package SPSS.

Prerequisites
- PUBH 6032 or PUBH 6032P

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PUBH 6034 - Environmental Health: Local to Global**

(5 cr.)
This course provides a comprehensive overview of environmental factors that affect the health and safety of 21st century communities. Students examine associations and interrelationships between chemical, physical, and biological hazards in the environment and their impact on human health. Concepts cover food, water, air, waste, radiation, noise, pests, population growth, and climate change. Students analyze and discuss current local and global problems and solutions and consider new ways to address environmental issues.
Prerequisites

MSN: Public Health Nursing Specialization

- NURS 6002 or NURS 6003
- PUBH 6127
- NURS 6051
- NURS 6052
- NURS 6053

All Other Programs

- PUBH 6005

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PUBH 6035 - Epidemiology: Decoding the Science of Public Health♦

(5 cr.)

Students in this course are provided with an epidemiological approach to the study of the incidence, prevalence, and patterns of disease and injury in populations, and the application of this study to the control of public health problems. Key sources of data for epidemiological purposes are identified, and principles and limitations of public health screening programs are addressed. Students learn to calculate basic epidemiological measures and to draw appropriate inferences from epidemiological data and reports.

Prerequisites

- (PUBH 6033 and PUBH 6032) or (PUBH 6033P and PUBH 6032P)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PUBH 6038 - Health Behavior Theory♦

(5 cr.)

Students in this course are introduced to concepts necessary for promoting positive health-behavior change by examining the most commonly used theories and models in public health and health education and promotion. Coursework focuses on the identification and application of theories and models for promoting and designing effective health behavior programs and interventions. Students explore individual, interpersonal, and community theories and modules to determine the most appropriate application.

Prerequisites

- PUBH 6005

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
PUBH 6127 - Public Health Policy, Politics and Progress♦

(5 cr.)
In this course, students examine the role of federal, state, and local government in the assurance of public health through health policy and law. Consideration is given to contemporary policy, law and regulatory issues arising in public health practice, as well as to the economics and financing of public health programs. The advocacy, political, and creative process in the formulation, implementation, and modification of health policy are examined and discussed. Students also learn how to structure and write a health policy analysis.

Prerequisites
MSN Public Health Nursing Specialization
- NURS 6002 or NURS 6003

All Other Programs
- PUBH 6005

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PUBH 6128 - Biological Foundations of Public Health♦

(5 cr.)
This course provides learners with a foundation in the basic science and critical thinking that informs the core areas of public health. Students explore the biological and physical underpinnings of the human body in health and disease states, and they investigate the microbiological, physical, behavioral, and environmental causes of common diseases from a public health perspective.

Prerequisites
- PUBH 6005

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PUBH 6129 - Global Perspectives on Health♦

(5 cr.)
Students are introduced to current public health issues and challenges affecting vulnerable populations around the globe. Particular emphasis is given to the social and economic determinants of health and possible intervention strategies for addressing the global burden of diseases. Students learn about organizations that work to support and advance health locally and internationally and compare health systems around the globe. Students also analyze global health ethics, examine international health-related goals, and explore health communication and other strategies for social change.

Prerequisites
• PUBH 6005

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PUBH 6135 - Leadership, Professionalism, and Ethics in Public Health Practice♦

(4 cr.)
Critical issues, such as infectious diseases, inadequate healthcare access, and an aging population, require leaders who have a diverse skill set as well as the professional and ethical sensibilities needed to lead efforts that improve quality of life for individuals and communities. In this course, students examine theories of leadership as well as the professional attributes, skills, styles, and strategies required to advance public health goals. They explore ethical choices, values, professionalism, opportunities for advocacy, and the application of principles of social justice implicit in public health decisions and practice. Students learn how to employ collaborative methods for working with and motivating diverse communities and constituencies, and they consider methods and develop new strategies for evaluating and solving current problems in healthcare.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PUBH 6145 - Epidemiology♦

(4 cr.)
Students in this course are provided with an epidemiological approach to the study of the incidence, prevalence, and patterns of disease and injury in populations, and the application of this study to the control of public health problems. Key sources of data for epidemiological purposes are identified, and principles and limitations of public health screening programs are addressed. Students learn to calculate basic epidemiological measures and to draw appropriate inferences from epidemiological data and reports.

Prerequisites
  • PUBH 6125

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PUBH 6155 - Research in Public Health♦

(4 cr.)
Public health professionals use the results of research in many ways, including in the development of programs and interventions designed to enhance the health of communities as well as to demonstrate the efficacy of programs to stakeholders who provide funding. Students in this course engage in an examination of the research that
informs public health programs, policy, and practice. Students examine the logic that underlies scientific research; study design; sampling; identification of variables; methods of data collection and analysis; key concepts in measurement, including reliability and validity; program evaluation; and research ethics. Students also explore the methods of participatory research as well as statistical software used to support research. Gaining practical experience, students develop a research manuscript through which they engage in an integrative literature review and analyze and apply various components of research, including data sets; study designs, variables and measurements, participants; data analysis; and strategies and skills for presentation of research.

Prerequisites
- PUBH 6125
- PUBH 6145

❖ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PUBH 6227 - Health Informatics❖

(4 cr.)
Information technology (IT) in public health practice has many functions, one of which is the dissemination of important information about disease and disease prevention, which organizations use in the management of critical issues in public health. Students in this course examine the various applications of IT in public health practice to access, interpret, and evaluate data that supports decision making and effective communication. They examine legal and ethical principles in the dissemination of information in public health settings as well as the use of informatics methods and resources as strategic tools to promote public health. Students also explore the collaborative approach to the design, implementation, and evaluation of informatics programs. Through the analysis of various case studies, students sharpen their critical-thinking and decision-making skills while gaining an understanding of the various phases of informatics project development, information architecture, and immunization registry. They also engage in practical exercises on information systems evaluation, IT personnel management, and procurement and requests for proposals (RFPs).

❖ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PUBH 6245 - Applied Research in Public Health❖

(5 cr.)
The goal of this course is to provide participants with an understanding of theories, principles, strategies, and alternative methods of applied research (quantitative, qualitative, and/or mixed-method designs) in public health focusing on culturally sensitive, appropriate literacy level and appropriate community engagement through
participatory action research and collaborative inquiry of community-based participatory research, an appreciation of advantages and limitations of this approach, and skills necessary for participating effectively in CBPR projects.

**Prerequisites**
- PUBH 6005

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PUBH 6260 - Legal and Regulatory Aspects of Public Health♦**

(2 cr.)
A major responsibility of public health professionals is to maintain balance between individual rights and the wellbeing of communities. To do this, they must understand the ethical, social, and legal issues surrounding the public health arena. Students in this course explore these concepts while examining the role of federal, state, and local government in the assurance of public health through legislation and regulation. Students investigate contemporary legal and regulatory issues arising in public health practice and emergencies, and they assess public health security and preparedness in response to bioterrorism and disasters. They also discuss the impact of cost, benefits, legal factors, and other considerations on ethical research and practice. Through the application of theories and concepts assessed in the course, students propose potential solutions to current public health issues.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PUBH 6475 - Program Planning, Implementation, and Evaluation♦**

(5 cr.)
The focus of this course is on the competencies required of the public health professional in planning for the design, development, implementation, and evaluation of community health promotion and disease prevention initiatives. Attention is given to needs assessment, logic models, and collaboration with stakeholders. Strategic approaches to planning, implementation, and evaluation with particular attention to study design and sampling are addressed. Health behavior theories are considered in the development of health promotion programs, the assignment of evaluation findings, and prioritization of community concerns and resources.

**Prerequisites**
**MSN: Public Health Nursing Specialization**
- NURS 6002 or NURS 6003
- PUBH 6127
- NURS 6051
- NURS 6052
• NURS 6053
All Other Programs
• PUBH 6005

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PUBH 6635 - Practicum I: Field Experience in Public Health

(4 cr.)
Students in the practicum are provided with the opportunity to apply and integrate the knowledge and skills acquired throughout their program of study and to further develop key professional competencies. Students engage in a field experience in a select public health setting, which they align to their academic and professional goals. Supervision by an on-site preceptor is a critical component of the practicum. The on-site supervisor and the course instructor monitor and evaluate students' performance throughout the entire practicum experience. Students are required to complete 240 hours of practicum work. They must also participate in an accompanying online seminar course and begin to develop an ePortfolio based on assigned professional development activities.

PUBH 6636 - Practicum II: Capstone Experience in Public Health

(4 cr.)
This course is the continuation of PUBH 6635 - Practicum I: Field Experience in Public Health. The capstone experience is an opportunity for students to demonstrate their mastery of principles, concepts, and content presented throughout the program and through their practicum field experience. In this course, students complete their ePortfolio based on their field experience and develop a substantive written paper or project. Students also engage in group discussions during which they consider career development plans, reflect on the promotion of social change, and exchange feedback on final portfolio work and lessons learned.

PUBH 6638 - Practicum I: Field Experience in Public Health

(3 cr.)
Students in the practicum are provided with the opportunity to apply and integrate the knowledge and skills acquired throughout their program of study and to further develop key professional competencies. Students engage in a field experience in an approved public health setting, which they align to their academic and professional goals. Supervision by an on-site preceptor is a critical component of the practicum. The on-site supervisor and the course instructor monitor and evaluate students' performance throughout the entire practicum experience. In this first course of the two-part practicum, students are required to complete a minimum 100 of the total 200 required
hours of practicum work. Students also participate in the accompanying online course and begin to develop an eportfolio based on assigned professional development activities.

Prerequisites
- PUBH 6005
- PUBH 6038
- PUBH 6127
- PUBH 6128
- PUBH 6032
- PUBH 6129
- PUBH 6033
- PUBH 6031
- PUBH 6035
- PUBH 6475
- PUBH 6034
- PUBH 6245

**PUBH 6639 - Practicum II: Field Experience and Applied Project in Public Health**

(3 cr.)

This course is the continuation and extension of PUBH 6638 - Practicum I: Field Experience in Public Health. Students complete the remainder of their required 200 hours of practicum work, participate in the accompanying online course, and complete the eportfolio of their field experience. Students also develop their applied public health project (see PUBH 6245 course description for further explanation of the project).

Prerequisites
- PUBH 6638

*Note:* Time spent on developing the project is expected to be above and beyond the 200 hours devoted to actual practicum work.

**PUBH 6640 - Applied Project in Public Health**

(2 cr.)

As a culminating experience, MPH students are provided the opportunity to demonstrate their ability to synthesize and integrate advanced knowledge and skills acquired throughout the program and to apply theory and principles in a public health project focused on social change. For this project, students write a grant proposal for a public health initiative or create a community health program plan. The project must address the need(s) of a specific population in the student’s field site community. Students are also required to describe how the MPH program competencies/learning outcomes were demonstrated while carrying out the project as well as how their
project relates to social change.

Prerequisites
- PUBH 6245

(Co-requisites: PUBH 6639)

**PUBH 8003 - Building a Multidisciplinary Approach to Health**

(3 cr.)
In this course, students will explore the multidisciplinary nature and integration of professional practice in the health field. Students will have the opportunity to utilize their scholarly voice with diverse audiences and with academic integrity to ensure academic and professional success as scholar-practitioners and social change agents. As leaders in their profession, students will discuss critical public health and health services in the health field. They use a response to a natural disaster, review of emerging issues in the health field, and what it means to be part of a multidisciplinary team to develop community partnerships with key stakeholders. This way they can address health issues impacting their communities, agencies, and/or organizations.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**PUBH 8004 - Foundations of Doctoral Success in Public Health**

(5 cr.)
In this course, students will explore the field of public health and analyze foundational components of the discipline, including philosophies and values, from the viewpoint of what it means to become a scholar-practitioner in the field. They will also examine literature in public health including information on emerging issues and trends and technologies used. Students will learn about the public health doctoral programs and the resources that are available to improve scholarly voice, writing, and communication. In addition, students will examine the skills that are needed to complete a doctoral study program with regards to time management, self-discipline, and academic integrity.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**PUBH 8007 - Public Health Essentials**

(0 cr.)
In this self-paced modular course, students will be exposed to foundational public health knowledge. Public health history, philosophy, and values will be addressed, along with its core functions and essential services. Data-driven methods for describing and assessing a population’s health will be explored, as well as the importance of science in prevention and advancing public health knowledge. Factors affecting public health will be addressed, including those that are biological, genetic, behavioral, psychological, and environmental.
Contributors to health inequities, including social, political, and economic factors, as well as globalization, will be explored. Connections between human, animal, and ecosystem health will also be addressed.

**Note:** This self-paced modular course must be completed within the first two quarters of enrollment.

**PUBH 8030 - Socioecological Perspectives on Health**

(5 cr.)
Students in this course will identify social and ecological approaches to public health at the individual, interpersonal, organizational, community and environment, and policy levels. They will explore and apply the socioecological model (SEM) and other theoretical frameworks to address public health issues and reduce health disparities in morbidity and mortality. Students demonstrate an understanding of course concepts through peer discussion and research on specific health issues in special populations, identifying contributing factors and proposing appropriate interventions.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PUBH 8031 - Public Health Administration and Leadership**

(5 cr.)
In this course, students are provided with a foundational understanding of the administrative, managerial, and organizational practices of public health and healthcare delivery systems. Students examine theories of leadership as well as the professional attributes, skills, styles, and strategies required to advance public health goals. They engage in a variety of contextual and practical assignments focused on management theories, policy processes, systems thinking, strategic planning and partnerships, public health financing, human resource management, public health informatics, quality and performance improvement, leadership, and organizational behavior. Students also consider the impact of global trends on public health.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PUBH 8032 - SPSS Revealed**

(1 cr.)
In this laboratory course, students can learn the skills needed to use the statistical computer package SPSS (Software Package for the Social Sciences) in public health practice and research. Topics include importation of data, management of various types of data, creation and exportation of tables and graphs, and computation of basic statistical tests using SPSS.

**Note:** Lab
PUBH 8033 - Interpretation and Application of Public Health Data

(5 cr.)
Students in this course learn about biostatistical methods and concepts used in public health practice and research. Emphasis is placed on interpretation and application of concepts rather than statistical formulas. Major topics include identification of levels of measurement, interpretation of narrative and graphical descriptive statistics, conceptualization of statistical inference and probability, and interpretation of commonly used statistical tests such as t tests, analysis of variance, correlation and regression, comparing proportions, contingency tables, and chi-square tests. Students are required to use the statistical computer package SPSS.

Prerequisites
- PHLT 8006 or PHLT 8011 or PUBH 8004
- PUBH 8032

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PUBH 8034 - Environmental Health: Local to Global

(5 cr.)
A comprehensive overview of environmental factors that affect the health and safety of 21st century communities is provided in this course. Students examine associations and interrelationships among chemical, physical, and biological hazards in the environment and their impact on human health. Concepts cover food, water, air, waste, radiation, noise, pests, population growth, and climate change. Students analyze and discuss current local and global problems and solutions and consider new ways to address environmental issues.

Prerequisites
- PUBH 8035

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PUBH 8035 - Epidemiology: Decoding the Science of Public Health

(5 cr.)
Public health officials frequently use epidemiologic research to develop educational strategies and intervention programs to improve the overall health of communities. Using an epidemiological approach, students in this course examine the incidence, prevalence, and patterns of disease and injury in populations and learn how to apply these concepts to the control of public health problems. Students identify key sources of data for epidemiological purposes and address principles and limitations of public health screening programs. Students calculate basic epidemiological measures and draw
appropriate inferences from epidemiological data and reports. Through this course, students gain a deeper understanding of the various research designs and methodologies professionals use in public health research.

Prerequisites
- PUBH 8032
- PUBH 8033

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PUBH 8038 - Health Behavior Theory♦

(5 cr.)
Students in this course are introduced to concepts necessary for promoting positive health-behavior change by examining the most commonly used theories and models in public health and health education and promotion. Coursework focuses on the identification and application of theories and models for promoting and designing effective health behavior programs and interventions. Students explore individual, interpersonal, and community theories and modules to determine the most appropriate application.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PUBH 8040 - Advanced Public Health Policy and Advocacy♦

(5 cr.)
In this course, students examine the role of federal, state, and local government in the assurance of public health through health policy and law. Consideration is given to contemporary policy, law, and regulatory issues arising in public health practice, as well as to the economics and financing of public health programs. The advocacy, political, and creative process in the formulation, implementation, and modification of health policy are examined and discussed. Students also learn how to structure and write a health policy brief, which will provide students with experience integrating scientific information, legal, and regulatory approaches, ethical frameworks, and varied stakeholder interests in policy development and analysis.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PUBH 8044 - Advanced Program Evaluation♦

(5 cr.)
The course provides students interested in pursuing a public health doctoral-level degree with the advanced competencies necessary to evaluate public health programs.
This course will emphasize public health practice and is designed to assist students in understanding how to plan, conduct, and report on a program evaluation. Students will learn the importance of abiding by the program evaluation standards and evaluator guiding principles. These are fundamental to ensure students complete evaluations with integrity and utility. Students will learn the importance of evaluation theory and the relationship between evaluation theory, program theory, and public health change theories.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PUBH 8048 - Research Applications of Theories, Models, and Conceptual Frameworks in Public Health**

(5 cr.)
This course presents a comprehensive look at public health and behavior change theoretical and conceptual models that apply to public health research and practice. Students review and assess predominant social and behavioral principles at the individual, interpersonal, and community levels. Students learn to integrate knowledge on different public health theoretical and conceptual frameworks, research approaches, methods, values and potential contributions from multiple professions and systems in addressing public health problems. Finally, students learn to apply theories to public health quantitative, qualitative and mixed methods research and practice.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PUBH 8051 - Advanced Issues in Global Public Health**

(5 cr.)
This course provides an in-depth review and analysis of the leading global health problems, and the primary methods used to measure those problems. Students analyze the social and environmental determinants of global health problems, including urbanization, global industrialization, environmental pollution, and their role in health inequalities within and between populations. In addition, students evaluate population-based approaches to improving global public health, including culturally inclusive and sensitive primary health care, and policies that promote health literacy, health equity and positive social change. Emphasis is placed on strategies to advance inclusion, cultural humility and health equity in public health research, policies and programs. The course takes a cross-disciplinary, ecological approach, enabling students to examine the complex inter-relationships between economic, social and environmental factors, and health.

**PUBH 8132 - Communication and Social Marketing Strategies for Public Health Leaders**
This course provides to students an overview of communication and social marketing strategies as they relate to public health, highlighting theoretical concepts that are commonly used in health communications and research. Topics include using communication theory, social marketing techniques, promoting health literacy, developing community partnerships, and creating culturally sensitive and appropriate promotional materials. Students focus on developing, implementing, and evaluating an abbreviated Public Health Communication Campaign by applying basic social marketing principles, such as the use of social media techniques, to identify and advance public health interests and address public health problems. Through their Public Health Communication Campaign, which is this course’s Scholar Practitioner Project, students examine how they can use marketing and communication practices to translate health research into social action and behavioral change.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PUBH 8135 - Leadership, Professionalism, and Ethics in Public Health Practice

Critical issues, such as infectious diseases, inadequate healthcare access, and an aging population, require leaders who have a diverse skill set as well as the professional and ethical sensibilities needed to lead efforts that improve quality of life for individuals and communities. In this course, students examine theories of leadership as well as the professional attributes, skills, styles, and strategies required to advance public health goals. They explore ethical choices, values, professionalism, opportunities for advocacy, and the application of principles of social justice implicit in public health decisions and practice. Students learn how to employ collaborative methods for working with and motivating diverse communities and constituencies, and they consider methods and develop new strategies for evaluating and solving current problems in healthcare.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PUBH 8211 - Research Methods for Public Health

In this research course, students are provided with the opportunity to develop core knowledge and skills for designing and carrying out quantitative, qualitative, and mixed methods public health research at the doctoral level. Students explore ecological and systems approaches to public health problems at the individual, group, organization, community and population levels. They also explore and learn to apply commonly used methods for developing research questions, research designs and approaches, data collection and data analysis, including statistical tests used in public health research. Students explore the ethical and rigorous conduct of research and consider the public
health practice implications of conducting research.

Prerequisites
- RSCH 8110
- PUBH 8512
- RESI 8501

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PUBH 8220 - Health Promotion and Education Interventions in Diverse Populations♦

(5 cr.)
Through this course, students explore the planning and organization of health promotion programs for underserved, economically disadvantaged, and underrepresented populations. Students learn to design health promotion programs that consider the social, economic, and medical conditions influencing the health status of diverse populations. Throughout the course, students develop a health promotion project for a specific population, based on the intervention mapping process. Through this project, students analyze and integrate principles of social change and empowerment, summarize research that supports the decision-making process, and critique institutional and social systems. Students also have the opportunity to assess and discuss the future of health promotion, considering projections of needs over the next two decades.

Prerequisites
- Foundational and core curricula

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PUBH 8225 - Design and Analysis of Community Trials♦

(5 cr.)
In this course, students investigate randomized, controlled trials of health promotion and education programs as well as disease-prevention interventions, using communities as the units of analysis. Students engage in an in-depth exploration of techniques for randomization, multicenter coordination, data management, team building, statistical analysis, models for community assessment, publication, and ethics. Through case studies, students assess the univariate, bivariate, and multivariate statistical techniques used in the studies to analyze data. Students also gain practical experience developing a grant proposal for a research project focused on contemporary public health education/promotion.

Prerequisites
- Foundational and core curricula

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PUBH 8245 - Applied Research in Public Health**

(5 cr.)
Health professionals use research skills to develop programs and interventions that enhance the health of communities and demonstrate the efficacy of programs to community partners. In this course, students engage in practical application of research methods that inform health programs, policy, and practice. Specific topics covered include study designs, sampling, identification of variables, methods of data collection and analysis, key concepts in measurement (including reliability and validity), program evaluation, culturally appropriate community-based participatory research, funding sources, and research ethics. As a major assignment in this course, students develop a proposal for a community health intervention.

Prerequisites
- PUBH 8032
- PUBH 8033
- PUBH 8035

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PUBH 8246 - Advanced Application of Practice-Based Research in Public Health**

(5 cr.)
The goal of this course is to provide participants with an understanding of theories, principles, strategies, and alternative methods of applied research (quantitative, qualitative, and/or mixed-method designs) in public health focusing on culturally sensitive, appropriate literacy level and appropriate community engagement through participatory action research and collaborative inquiry of community-based participatory research, an appreciation of advantages and limitations of this approach, and skills necessary for participating effectively in CBPR projects.

Prerequisites
- RSCH 8101
- RSCH 8201

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PUBH 8248 - Advanced Research Methods in Public Health Practice**
The goal of this course is to provide an understanding of public health approaches to complex problems at multiple levels (individual, group, organization, community, and population), including advanced quantitative, qualitative, and mixed-methods research methods. Students undertake a scholar-practitioner project to plan a Community Health Assessment, and they cover the stages of this project, including ethical and cultural considerations, community participation, data collection and analysis, and using data to plan and develop programs, in this course.

**Prerequisites**
- PUBH 8211
- PUBH 8546
- PUBH 8514

* Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PUBH 8315 - Economics and Financing of Public Health Systems**

(5 cr.)
In this course, students investigate the provision of resources for the delivery of public health services and the application of economic theories to health policy issues. Students explore how organizational characteristics interact with economic forces to produce systems performance outcomes, as well as how fiscal policy can influence the performance of public health systems. Students analyze grant-writing strategies and the advantages and disadvantages of various financing options. Other topics include methods of economic evaluation and their usefulness in determining appropriate financing mechanisms for public health systems.

**Prerequisites**
- RESI 8401

* Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PUBH 8317 - Financing Public Health Systems**

(5 cr.)
In this course, students will discover the importance in inter-organizational collaboration in the identification and resolution of public health concerns within communities. To this end, students will demonstrate the ability to integrate knowledge, approaches, methods, values and potential contributions from multiple professions and systems in addressing public health problems. Going a step further, the students will propose an inter-professional team approach to improving public health. The importance of ensuring strategic alignment with public health programs and services will be covered. Students
will become familiar with sources of grant funding, common grant jargon and acronyms, types of grants, and best practices and red flags in grant writing. Students will apply a systematic approach to grant writing, which will culminate in the drafting of a public health Mock Grant Proposal. The proposal will address human, fiscal, and other resource needs to achieve strategic goals while creating new resources and revenue streams for the grantee.

Prerequisites
- PUBH 8004 or PUBH 8003

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PUBH 8410 - Fundamentals of Leadership, System Evaluation, and Interventions in Public Health

(5 cr.)
In this course, students learn how to describe a system and identify its core components, how to assess system effectiveness and efficiency, how to identify system deficiencies and gaps, and how to design system-level interventions to address a public health issue and create organizational change strategies. The role of multicultural leadership and systems thinking in addressing public health problems is explored in detail. Students assess their own strengths and weaknesses in leadership capacities, including cultural proficiency and discuss shared decision-making through negotiation and consensus-building methods.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PUBH 8450 - Community Health Assessment

(5 cr.)
Students in this course cover community health assessment and its application to program planning. They learn to identify and prioritize problems, then assess and utilize community resources to address these problems. Topics include measuring selected determinants of community health status and health services use, classifying community assets, identifying data sources, and applying certain methods to maximize community participation. Students synthesize the results of a community health assessment to create a community diagnosis that serves as the basis for program planning and research design.

Prerequisites
- RSCH 8101
- RSCH 8201
- RSCH 8301
- RESI 8401
Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PUBH 8475 - Advanced Program Implementation and Evaluation♦

(5 cr.)
Competency in program design, implementation, and evaluation is promoted in this course. Students have an overview of public health program planning and development, as well as needs and assets assessment. They focus on the methods required to implement programs and evaluate their efficacy. Students discuss the administration and coordination of public health program interventions and activities, and they explore the variety of methods used to facilitate public health research.
Prerequisites
- PUBH 8440
- RESI 8402

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PUBH 8500 - Advanced Biostatistics♦

(5 cr.)
Students in this course cover the advanced biostatistics methods needed to prepare for conducting future research, as well as for critically reviewing the statistical methods incorporated in public health literature. Students learn to use statistical methodologies such as covariance and repeated measures, longitudinal data analysis, life tables and survival analysis, multiple regression, logistic regression, Poisson regression, and the Cox proportional hazards regression model. In this course, students use SPSS statistical software for advanced data management, manipulation, analysis, and the use of graphical techniques.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PUBH 8510 - Doctoral Seminar I♦

(1 cr.)
This seminar introduces students to the doctoral study and its components, providing information about the doctoral study process and expectations at Walden. Resources available for completion of the doctoral study and appropriate scholarly topics will be discussed. Students will also examine success strategies including time management.
Prerequisites
- PUBH 8004
Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PUBH 8512 - Doctoral Seminar II**

(1 cr.)
This seminar continues the discussion on appropriate topics for the doctoral study from the previous seminar, and introduces the basic elements of a research study, including the literature review, problem statement, purpose of the study, research question(s), methodology, alignment, and ethical considerations. Using this information, students will begin drafting their DrPH Prospectus Form. This course is taken with Research, Theory, Design and Methods (RSCH8110) so that students may apply learning to their own research design ideas as they develop.

Prerequisites
- PUBH 8004
- PUBH 8510

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PUBH 8514 - Doctoral Seminar III**

(1 cr.)
This seminar will focus on presenting research ideas, receiving and responding to academic feedback, and working collaboratively in an academic research setting. This course is taken after successful completion of Research Methods for Public Health (PUBH 8211) so that students may apply learning when further refining research methods design for the Doctor of Public Health (DrPH) doctoral study. Students will submit a draft DrPH Prospectus Form during this seminar.

Prerequisites
- PUBH 8512
- PUBH 8211

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PUBH 8516 - Doctoral Seminar IV**

(1 cr.)
In Course 4, students will review how to use the library, develop doctoral-level writing strategies, and write a literature review. Students also examine how social problems drive scientific inquiry. Finally, students will analyze conceptual and theoretical
frameworks as they apply to the Capstone Phase of their research.

**Prerequisites**
- PUB 8004
- PUBH 8514

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PUBH 8518 - Doctoral Seminar V**

(1 cr.)
Course 5 culminates the student's journey towards developing a prospectus. This course focuses on completing the Prospectus Form. Students deliver an asynchronous oral presentation of their Prospectus and get feedback from peers and the instructor. They also develop an academic CV and plan for communicating with a mentor/chair.

**Prerequisites**
- PUBH 8004
- PUBH 8516

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PUBH 8520 - Advanced Epidemiology Methods**

(5 cr.)
The principles of epidemiologic design, analysis, and interpretation at an advanced level are integrated in this course. Students discuss data sources, assessment of dependent and independent variables, measurement error, confounding, and bias. They explore methodological issues in epidemiology, including factors critical to public health research, such as missing data, intermediate variables, confounding, complex study designs, meta-analysis, and questionnaire design. The concepts and applications in survival analysis, analysis of incidence rates, life tables, and parametric and nonparametric approaches are covered in this course.

**Prerequisites**
- PUBH 8500

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PUBH 8540 - Epidemiology Topics Seminar**

(5 cr.)
In this seminar, students are exposed to current research and special topics of interest
in epidemiology. They choose from a wide range of discussion topics, including infectious disease, non-endemic communicable disease, chronic disease, global health, maternal and child health, social and behavioral concerns, environmental issues, genetic factors, and other emerging topics of interest. Students perform a critical review of the research literature, providing them further insight into topics of epidemiology.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.);1-443-627-7222 (toll)] for more information.

PUBH 8545 - Advanced Analysis of Community Health Data and Surveillance in Public Health

(5 cr.)
In this course, students cover the application of secondary data analysis, and the use of health informatics and biosurveillance for program planning. Topics include measuring identifying data sources, analysis of data on selected determinants of community health status and health services use, sampling, and power calculations. Students can develop an understanding of statistical methodology to utilize secondary data and review the use of Geographic Information Systems data in public health.

Prerequisites
- RSCH 8101
- RSCH 8201

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.);1-443-627-7222 (toll)] for more information.

PUBH 8546 - Advanced Analysis of Community Health Data and Surveillance in Public Health

(5 cr.)
In this course, students cover the application of secondary data analysis, and the use of health informatics and biosurveillance for program planning. Topics include measuring and identifying data sources, analysis of data on selected determinants of community health status and health services use, complex sampling, and power calculations. As students address health issues in their research, they will learn to analyze, interpret, and explain quantitative surveillance data by combining individual and group level variables to analyze multilevel regression modeling. Students will develop an understanding of statistical methodology to utilize secondary data and review the use of Geographic Information Systems data in public health.

PUBH 8551 - Preparing for Dissertation

(5 cr.)
The focus of this course is on the preparation for the dissertation phase of training. In this course, students identify a dissertation topic and potential dissertation committee
members; begin to conduct a literature review; develop a problem statement and research questions; and evaluate research designs, methods, and types of analyses to use for their dissertation. Students also complete their initial premise in this course and an annotated outline of their prospectus.

Prerequisites
- RESI 8402

**PUBH 8560 - Advanced Analysis of Secondary Data**

(5 cr.)
Through this course, students develop an advanced understanding of statistical and epidemiological methodology and the use of biomedical and secondary data sources. Students explore how to design research to make appropriate use of available secondary data sources. The strengths and limitations of using secondary data are also addressed in this course.

Prerequisites
- PUBH 8500
- PUBH 8520

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**PUBH 8900 - Research Forum**

(0 cr.)
The purpose of this forum is to assist students in making steady progress toward earning a doctoral degree. Doctoral students are offered the opportunity to synthesize knowledge of their program of study and complete an in-depth exploration of a practice, issue, or problem within their discipline. Students will engage in regular scholarly discussions with a faculty chair and fellow doctoral students and submit Quarterly Plans and products toward completion of the doctoral degree. Information and resources related to the doctoral study, residencies, research, writing, and doctoral program expectations are provided for guidance.

**PUBH 8990 - DrPH Applied Practice Experience**

(2 cr.)
Students in the applied practice experience are provided with the opportunity to apply and integrate the knowledge and skills acquired throughout their program of study and to further develop key professional and leadership competencies. Students engage in a field experience in an approved public health setting, which they align to their professional goals. Throughout the course, students explore pertinent workplace topics including safety, sexual harassment, emotional intelligence, cultural humility, leadership
traits, and social change. Supervision by an on-site preceptor is a critical component of the applied practice experience. The on-site supervisor and the course instructor monitor and evaluate students' performances throughout the applied practice experience. Students also participate in the accompanying online course and develop an ePortfolio based on five agreed-upon competencies. One of the five competencies must be related to leadership, management, and governance. Students are required to complete at least one project that is meaningful for the organization and advances public health practice. Students are required to complete a minimum of 80 hours of applied practice work.

Prerequisites

- PUBH 8132
- PUBH 8514
- PUBH 8546
- PUBH 8317
- PUBH 8048
- PUBH 8044
- PUBH 8040
- PUBH 8051

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PUBH 9000 - Public Health Dissertation

(6 cr. per term for minimum of five terms until completion)

Doctoral students are offered the opportunity to integrate their program of study into an in-depth exploration within an interest area through the completion of a research study in this course. Students complete the dissertation independently, with the guidance of a dissertation supervisory committee chair and committee members. They must also participate in an accompanying online course and complete a prospectus, proposal, Institutional Review Board application, and final dissertation paper and presentation. Once students register for PUBH 9000, they are registered each term until successful completion of the dissertation. Students take this course for a minimum of five terms and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval.

To complete a dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

Prerequisites
• Foundational and core curricula
• Appointment of an approved dissertation committee chair

PUBH 9001 - Dissertation

(5 cr. per term for a minimum of 4 quarters until completion)  
Through this course, doctoral students have the opportunity to integrate their program of study into an in-depth exploration of an interest area that includes the completion of a research study. Students complete the dissertation independently, with the guidance of a dissertation supervisory committee chair and committee members, in a learning platform classroom in which weekly participation is required. Students complete a prospectus, proposal, Institutional Review Board application, and dissertation. Students take this course for a minimum of four quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval.

To complete a dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

Prerequisites

• RESI 8403

PUBH 9010 - Prospectus Development Forum ♦

(1 cr.)
The final doctoral capstone/project demonstrates students' scholarly ability to examine, critique, and synthesize knowledge and experience, so that new ideas can be tested; best practices identified, established, and verified; and theoretical, practice, or policy constructs evaluated and advanced. Doctoral students can integrate their program of study into an in-depth exploration of an interest area, culminating in the completion of their capstone/project in this course. Students complete the capstone/project independently, with the guidance of a Supervisory Committee Chair and committee members. Students complete a Prospectus, Proposal, Research Ethics Review (IRB), and a final written capstone/project and oral presentation. The order and format of the various steps vary based on the professional doctoral program and capstone/project type. This course is designed to be a DrPH Integrative Learning Experience. The doctoral study component of this course is considered an integrative learning experience. DrPH candidates are required to generate field-based products consistent with advanced practice designed to influence programs, policies, or systems addressing
public health. The products must demonstrate synthesis of foundational and concentration-specific competencies. Students are required to produce a high-quality written product. The integrative learning experience is completed at or near the end of the program of study.

Prerequisites
- PUBH 8514
- PUBH 8211

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PUBH 9100 - Public Health Capstone

(5 cr. per term for a minimum of 3 quarters until completion)

The purpose of this forum is to assist students in making steady progress toward earning a doctoral degree. Doctoral students are offered the opportunity to synthesize knowledge of their program of study and complete an in-depth exploration of a practice, issue, or problem within their discipline. Students will engage in regular scholarly discussions with a faculty chair and fellow doctoral students and submit Quarterly Plans and products toward completion of the doctoral degree. Information and resources related to the doctoral study, residencies, research, writing, and doctoral program expectations are provided for guidance.

Students take this course for a minimum of three quarters and are continuously enrolled until completion of their doctoral study with final chief academic officer (CAO) approval.

To complete a doctoral study, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their doctoral study on ProQuest before their degree is conferred. Learn more about the doctoral study process in the Doctoral Study Guidebook.

Prerequisites
- All other courses in the Doctor of Public Health program

READ 6583 - Technology and Literacy in the Content Areas, Grades 6-12

(3 sem. cr.)
In this course, educators integrate technology into research-based instructional models and strategies to develop higher levels of literacy and facilitate more effective content area learning. Educators develop and assess activities designed to expand the learning community across boundaries through the application of information literacy skills, such
as Internet searching and critically evaluating online resources. They also collaborate with other educators to develop an Internet workshop to engage students in using information literacy skills. Educators have the opportunity to reflect on theories, concepts, and strategies presented in the course to determine how they can most effectively use this knowledge to benefit their students and further their professional development.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

READ 6584 - Supporting Struggling Readers, Grades 6–12♦

(3 sem. cr.)
Educators learn and use strategies to help improve middle level and secondary students’ reading, writing, test-taking, and study skills as a way to increase their learning and achievement in the content areas.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

READ 6601 - Adolescent Literacy and Learning Today

(3 sem. cr.)
Adolescents today construct their identity by creating and engaging with multiple texts and media for a variety of purposes. Education professionals in this course explore how literacy inside and outside of school can be used to support adolescent learning and prepare students in grades 6–12 for college and career. By considering the research behind literacy policies and practices, education professionals evaluate the role of literacy in content-area classrooms including assessment opportunities and disciplinary approaches. Through coursework, education professionals have an opportunity to examine what it means to be literate and why literacy is important in all disciplines, including English language arts, mathematics, science, and literature.

READ 6602 - Reading to Learn in the Content Areas, Grades 6–12♦

(3 sem. cr.)
To learn and achieve in the content areas, students must comprehend and engage with grade-appropriate and disciplinary-specific texts. In this course, education professionals examine how text changes across disciplines (including social studies, literature study, mathematics, sciences, and other technical subjects) and explore instructional practices to support close reading of complex text as required by the Common Core State Standards and other state standards. Education professionals apply evidence-based instructional and assessment practices to support all students’ achievement in literacy and learning. Through coursework, education professionals have opportunities to apply concepts and strategies within specific disciplines to provide a relevant learning
Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

READ 6603 - Writing to Learn in the Content Areas Grades 6–12

(3 sem. cr.)
Writing is a multifaceted process and a powerful tool to support student learning. Through writing, adolescents may demonstrate learning, analyze ideas, or develop arguments based on information from a text. Education professionals in this course explore the importance of writing for college and career readiness and examine the nuances of written communication relative to specific disciplines, including mathematics, physical education, literature, and other disciplines. Through coursework, education professionals have opportunities to engage in discourse modes, including informational, literary, and persuasive writing, and to use short writing (such as journals) and longer composition processes to enhance disciplinary learning. Education professionals consider the types and purposes of writing, explore writing in digital environments, analyze the relationships between reading and writing, and apply instructional practices to support writing to learn in the content areas for all students.

READ 6604 - Supporting Struggling Adolescent Readers

(3 sem. cr.)
Adolescents today must engage with increasingly complex texts in the content areas. Education professionals need the knowledge, skills, and dispositions to help all students meet these literacy demands, especially those who struggle with reading and literacy tasks. In this course, education professionals learn formal and informal ways to assess students' literacy development and learning achievement and use that assessment data to inform instruction. Through coursework, education professionals have opportunities to examine progress monitoring practices and Response to Intervention (RTI) implementation. Education professionals explore the role of motivation in literacy and learning and consider the importance of academic language for learning, college, and career.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

READ 6605 - Adolescent Learners and the Digital Literacy Environment

(3 sem. cr.)
Just as adolescents must adapt to ever-changing digital literacy environments, so, too, must their teachers. In this course, education professionals explore digital tools and texts to support literacy teaching and learning in a digital environment. Through inquiry and research online, education professionals analyze digital environments, evaluate the
role of information literacy, and design appropriate and engaging instructional activities using digital and other texts for learning. Course discussions focus on current trends and issues that inform literacy and learning today including attention to visual and social media, and technology as a mediating influence between and within cultures, families, and communities.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

READ 6609 - Literacy in Academically Diverse Classrooms (Accelerating)

(3 sem. cr.)
Today’s classrooms require teachers to become competent and confident in supporting both students who struggle with reading and writing and those who excel. Education professionals in this course focus on accelerating the literacy development of students with reading difficulties, including students who have specific learning disabilities, and on addressing the needs of gifted students. Through coursework, education professionals have opportunities to examine informal and formal assessments, the use of data to inform instruction, and practical guidelines for implementing the Response to Intervention (RTI) model. Education professionals explore concepts and strategies, including collaboration with support resources, methods to differentiate and scaffold instruction, progress monitoring, leveling books, intervention strategies, and the use of motivating texts and technology tools to support student learning.

READ 6705 - Reading and Literacy Today♦

(3 sem. cr.)
To support the reading and literacy development of all students, education professionals need to understand the factors that may influence literacy learning including language development, educational research and policies, and instructional practices to promote the development of phonemic awareness, phonics, fluency, vocabulary, and comprehension. In this course, education professionals explore theoretical and historical perspectives on literacy education and consider the influence of cognitive, linguistic, sociocultural, and psychological development on the literacy learning of PreK-6 students. Education professionals have the opportunity to examine current educational policies and initiatives including the Common Core State Standards (CCSS) and other state standards. Education professionals consider the role of research in informing literacy instruction and apply effective instructional practices including practical approaches for implementing the Response to Intervention (RTI) model and incorporating new literacies and technology tools to support literacy instruction.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

READ 6706 - Literacy Development P–3♦
Building a strong foundation of literacy skills and experiences in young children is critical to their success in school and life. In this course, educators take a developmental approach to reading and literacy instruction and are provided practical research-based approaches to help P-3 students achieve the literacy goals of the Common Core State Standards (CCSS) and other state standards. The characteristics of emergent and beginning readers are explored, focusing on phonological awareness, phonics, fluency, vocabulary, and comprehension. Education professionals evaluate the role of motivation in learning to read and analyze the use of progress monitoring and Response to Intervention (RTI) to support all learners. Through their coursework, educators are provided with opportunities to explore writing, close reading, print concepts, and multiple text genres. Education professionals plan and implement developmentally appropriate assessment and instruction, including technology tools, to support the literacy development of all learners in preschool through third grade.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

READ 6707 - Reading and Literacy Growth Grades 4–6♦

The intermediate grades present unique challenges to literacy learning including complexity of text, students’ use of technology, student motivation to learn, and explicit and implicit gender issues exhibited in the classroom. Education professionals are provided with opportunities to evaluate research-based instructional and assessment practices to help students in grades 4–6 to actively engage in literacy learning and achieve the literacy goals of the Common Core State Standards (CCSS) and other state standards. Education professionals examine the role of literacy in content area learning, explore ways to teach close reading of complex texts, and consider how to incorporate different levels, types, and genres of text to support all students’ learning and literacy development. The focus of the coursework is on effective strategies to support writing about text, content-area specialization vocabulary, listening and speaking, and the effective use of technology tools to support content area reading.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

READ 6708 - Literacy in Culturally and Linguistically Diverse Classrooms♦

Today’s classrooms reflect the rich cultural and linguistic diversity of the world outside of school. Educators explore how to establish a responsive classroom where literacy development flourishes for all students, including second language learners and speakers of nonstandard dialects. Education professionals analyze the reading and literacy challenges experienced by culturally and linguistically diverse learners including text
complexity, academic vocabulary, and appropriateness of texts and materials. The focus of the coursework is on ways to scaffold and support all literacy learners, including English Language Learners.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

READ 6709 - Literacy in Academically Diverse Classrooms♦

(3 sem. cr.)
Today's classrooms require competent and confident teachers to support both students who struggle with reading and those who excel. Education professionals in this course focus on accelerating the literacy development of students with reading difficulties, including students who have specific learning disabilities, and addressing the needs of high-achieving students. Through coursework, education professionals have opportunities to examine informal and formal assessments, the use of data to inform instruction, and practical guidelines for implementing the Response to Intervention (RTI) model. Education professionals explore concepts and strategies, including collaboration with support resources, methods to differentiate and scaffold instruction, progress monitoring, leveling books, intervention strategies, and the use of motivating texts and technology tools to support student learning.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

READ 6718 - Literacy in Culturally and Linguistically Diverse Classrooms (Accelerating)♦

(3 sem. cr.)
Today's classrooms reflect the rich cultural and linguistic diversity of the world outside of school. Educators explore how to establish a responsive classroom where literacy development flourishes for all students, including second language learners and speakers of nonstandard dialects. Education professionals analyze the reading and literacy challenges experienced by culturally and linguistically diverse learners including text complexity, academic vocabulary, and appropriateness of texts and materials. The focus of the coursework is on ways to scaffold and support all literacy learners, including English Language Learners.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

READ 6727 - Reading and Literacy Growth, Grades 4–6 (Accelerating)♦

(3 sem. cr.)
The intermediate grades present unique challenges to literacy learning including complexity of text, students' use of technology, student motivation to learn, and explicit
and implicit gender issues exhibited in the classroom. Education professionals are provided with opportunities to evaluate research-based instructional and assessment practices to help students in grades 4–6 to actively engage in literacy learning and achieve the literacy goals of the Common Core State Standards (CCSS) and other state standards. Education professionals examine the role of literacy in content area learning, explore ways to teach close reading of complex texts, and consider how to incorporate different levels, types, and genres of text to support all students' learning and literacy development. The focus of the coursework is on effective strategies to support writing about text, content-area specialization vocabulary, listening and speaking, and the effective use of technology tools to support content area reading.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

RELG 2001 - World Religions♦

(5 cr.)
In this course, students engage in an exploration of the tenets and sacred texts of the religions of the world. They explore Hinduism, Buddhism, Islam, Confucianism, Christianity, Judaism, and Primal religions (e.g., American Indian, African). Students demonstrate their understanding of course concepts and principles through a final comparative essay in which they make connections among religions and analyze how followers use religion to make sense of the world around them. Through this project and other weekly, applied assignments, students gain the knowledge needed to identify the origins, history, beliefs, and practices of the major world religions.

Prerequisites
• ENGL 1001 or ENGL 1010

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

RELG 2001C - World Religions♦

(5 cr.)
In this course, students engage in an exploration of the tenets and sacred texts of the religions of the world. They explore Hinduism, Buddhism, Islam, Confucianism, Christianity, Judaism, and Primal religions (e.g., American Indian, African). Students demonstrate their understanding of course concepts and principles through a final comparative essay in which they make connections among religions and analyze how followers use religion to make sense of the world around them. Through this project and other weekly, applied assignments, students gain the knowledge needed to identify the origins, history, beliefs, and practices of the major world religions.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
RESI 6651 - Master of Social Work Residency I

(0 cr.)
Students attending this residency have the opportunity to engage in supervised clinical practice in preparation for the foundation field experience. This clinical residency is designed to provide students with the opportunity to practice the essential skills required of social workers. Throughout this residency, students can demonstrate their skills in ethical practice, case conceptualization, and oral communication. In addition to familiarizing students with the Master of Social Work (MSW) program and the profession itself, faculty members will work with students throughout the residency and identify specific clinical development needs for each student to address prior to their first field experience.

Prerequisites
- SOCW 6000
- SOCW 6101

RESI 6652 - Master of Social Work Residency II

(0 cr.)
This residency is designed to complement the advanced curriculum. In this residency, students continue to develop their clinical skills and are required to demonstrate competency in ethical practice, case conceptualization, and evidence-based practice. Students also have the opportunity to strengthen their supervision and consultation skills through applied practice. Successful completion of this residency indicates that the student has demonstrated proficiency in the prescribed areas and is ready to interact with the public as a clinical social worker in training.

RESI 8201 - EdD Required Residency

(0 cr.)
The purpose of the EdD Residency is to socialize new students into the Walden doctoral community of scholar practitioners. Topics include doctoral competency development, orientation to academic support services and networking, community building, writing at the doctoral level and using American Psychological Association (APA) style, library search skill building, and an introduction to alignment and design of scholarly research. Each session meets measurable outcomes that describe what students should be able to do by the end of the session that demonstrates their mastery of the topic. Upon completion, students produce the initial draft of the EdD Doctoral Committee Assignment Form (DCAF) and identify goals for continual development of the skills and practices required of new doctoral students.

RESI 8202 - EdD Advanced Residency
The purpose of the EdD Advanced residency is to develop skills in reviewing and performing scholarly research. Topics include refinement of research questions, research question and methodology alignment, and literature critique and synthesis. Upon completion, students will have developed key components of a research plan. Each session meets measurable outcomes that describe what students should be able to do by the end of the session that demonstrates their mastery of the topic.

RESI 8214 - DSW Residency

In this residency, students continue to develop their clinical skills and are required to demonstrate competency in ethical practice, action research skills, and evidence-based practice. Students also have the opportunity to practice their own supervision and consultation skills through the supervision of MSW students. Successful completion of this residency indicates that the student has demonstrated proficiency in the prescribed areas and is ready to begin work on the action research capstone project.

RESI 8301 - DBA Residency 1

The purpose of Residency 1 is to socialize new students into the Walden University doctoral community of scholar-practitioners and to meet with Walden University faculty, staff, and students. Doctoral students attend required seminar topics that include orientation to academic support services, writing at the doctoral level using American Psychological Association (APA) style, library search skill building, and professional development.

RESI 8302 - DBA Residency 2

The purpose of Residency 2 is to further socialize students into the Walden University doctoral community of scholar-practitioners. Doctoral students attend required seminars that include doctoral study development, academic support services, research and critical thinking skills, advanced APA Style, and professional development. Doctoral students will attend other seminars that include advising, research methodologies, doctoral study proposal writing resources, and writing skills sessions.

RESI 8401 - PhD Residency 1

The purpose of Residency 1 is to socialize new students into the Walden doctoral community of scholar-practitioners. Topics include doctoral competency development, orientation to academic support services and networking, community building, writing at the doctoral level and using American Psychological Association (APA) style, library
search skill building, and professional development. Upon completion, students will have completed a self-assessment and identified goals for continual development of the skills and practices required of new doctoral students.

**RESI 8401I - PhD Residency 1 IPSY 4 Day**

(0 cr.)
The purpose of Residency 1 is to socialize new students into the Walden doctoral community of scholar-practitioners. Topics include doctoral competency development, orientation to academic support services and networking, community building, writing at the doctoral level and using American Psychological Association (APA) style, library search skill building, and professional development. Upon completion, students will have completed a self-assessment and identified goals for continual development of the skills and practices required of new doctoral students.

**RESI 8402 - PhD Residency 2**

(0 cr.)
The purpose of Residency 2 is to develop skills in reviewing and performing scholarly research. Topics include refinement of research questions, research question and methodology alignment, and literature critique and synthesis. Upon completion, students will have developed key components of a research plan.

**RESI 8402I - PhD Residency 2 IPSY 4 Day**

(0 cr.)
The purpose of Residency 2 is to develop skills in reviewing and performing scholarly research. Topics include refinement of research questions, research question and methodology alignment, and literature critique and synthesis. Upon completion, students will have developed key components of a research plan.

**RESI 8403 - PhD Residency 3**

(0 cr.)
The purpose of Residency 3 is to continue developing research skills that will lead to the development of the prospectus or dissertation proposal. Topics include qualitative, quantitative, and mixed research designs; data collection, management, and analysis considerations; and development of the prospectus. Upon completion, students will have completed a research alignment tool to inform and guide their dissertation research planning.

**RESI 8404 - PhD Residency 4**

(0 cr.)
The purpose of Residency 4 is to build students' capacity in representing themselves as
scholar-practitioners. Curriculum tracks are available for student self-selection. Tracks include proposal writing; methods and data collection: qualitative; methods and data collection: quantitative; publishing and presenting; and an all-encompassing track. Upon completion, students will have the requisite skills to continue their doctoral research.

RESI 8501 - DrPH Residency 1

(0 cr.)
The purpose of Residency 1 is to orient students to the program, socialize with faculty and doctoral students to become part of the Walden doctoral community of scholar-practitioners, provide a program overview and discussions relating to requirements and expectations, and develop an understanding of the doctoral study requirements for DrPH students. Students will have the opportunity to meet with peers, faculty members, and academic advisors and other staff advisors. Topics include skills and resources for success, critical thinking for doctoral scholarship, library search strategies, tools for organizing and analyzing literature, scholarly writing, and APA Style. Students begin to develop initial ideas for their doctoral study and learn how to move from social programs to research problems and then to research questions. For the required final assignment, students reflect on each session to identify key points learned, specific resources needed for their study, and next steps needed.

RESI 8502 - DrPH Residency 2

(0 cr.)
The purpose of Residency 2 is to continue to build research knowledge that will support the successful development of students’ doctoral study prospectus, proposal, and final study. Topics include the Walden doctoral study process, research design and methods, alignment of research components, feasibility, and the literature review. For the required final assignment, students write a reflection journal for each session, including application to their doctoral study process, resources they will need, and next steps they need to move forward with research and doctoral study development. In this residency, students build their capacity to complete the doctoral study proposal and the sections that make up the completed doctoral study.

RESI 8551 - DPA Residency 1

(0 cr.)
The purpose of Residency 1 is to participate in a problem-solving charrette exercise that will build problem-solving skills and research knowledge. It will support the successful development of students’ Professional Administrative Study prospectus and proposal. Topics include participation in a problem-solving charrette project, an overview of the PAS, and the feasibility of students’ research ideas. For the required final assignment, students write a reflection paper about the charrette process and initial PAS ideas. They also reflect on the doctoral study process, resources they will need, and next steps they
need to move forward with PAS development. In this residency, students build their capacity to complete the PAS prospectus and proposal.

RESI 8552 - DPA Residency 2

(o cr.)
The focus of this residency is to support engaging in the Professional Administrative Study to include exploration of topics that include tips on working with client organizations, developing technical writing skill, protection of human subjects participants in applied research, assessing study feasibility, and research design and methods. In this residency students build their capacity to engage in the development of the Professional Administrative Study and move forward with the next steps in the applied capstone process.

RESI 8601 - DHA Residency 1

(o cr.)
The purpose of Residency 1 is to orient students to the program, socialize with faculty and doctoral students to become part of the Walden doctoral community of scholar-practitioners, provide a program overview and discussions relating to requirements and expectations, and develop an understanding of the doctoral study requirements for DHA students. Students have the opportunity to meet with peers, faculty members, and academic advisors and other staff advisors. Topics include skills and resources for success, critical thinking for doctoral scholarship, library search strategies, tools for organizing and analyzing literature, scholarly writing, and APA Style. Students begin to develop initial ideas for their doctoral study and learn how to move from social programs to research problems and then to research questions. For the required final assignment, students reflect on each session to identify key points learned, specific resources needed for their study, and next steps needed.

RESI 8602 - DHA Residency 2

(o cr.)
The purpose of Residency 2 is to continue to build research knowledge that will support the successful development of the doctoral study prospectus, proposal, and final study. Topics include the Walden doctoral study process, research design and methods, alignment of research components, feasibility, and the literature review. For the required final assignment, students write a reflection journal for each session, including application to their doctoral study process, resources they will need, and next steps they need to move forward with research and doctoral study development. In this residency, students build their capacity to complete the doctoral study proposal and the sections that make up the completed doctoral study.

Prerequisites

- RESI 8601
RESI 8701 - DIT Residency 1

(0 cr.)
The purpose of Residency 1 is to socialize new students into the Walden University doctoral community of scholar-practitioners and meet with Walden University faculty, staff, and students. Doctoral students attend required seminar topics which include orientation to academic support services, writing at the doctoral level using American Psychological Association (APA) style, library search skill building, and professional development. Doctoral students attend elective seminars which include advising, research methodologies, and library research techniques. Upon completion, students will have completed a self-assessment and identified goals for continual development of the skills and practices required of new doctoral students.

RESI 8702 - DIT Residency 2

(0 cr.)
The purpose of Residency 2 is to further socialize students into the Walden University doctoral community of scholar-practitioners. Doctoral students attend required seminars which include doctoral study development, academic support services, research and critical thinking skills, advanced APA Style, and professional development. Doctoral students attend elective seminars which include advising, research methodologies, doctoral study proposal writing resources, and writing skills sessions. Upon completion, students will have completed a self-assessment and identified goals for continual development of the skills and practices required of new doctoral students.

RESI 8801C - CES Residency

(0 cr.)
Residency 1 socializes new students into the Walden doctoral community of scholar-practitioners. Topics include doctoral competency development, orientation to academic support services and networking, community building, writing at the doctoral level, using APA Style, library search skill building, and professional development. At the close of the residency, students will complete a self-assessment and identify goals for continued development of their skills and practices.

RSCH 6100 - Research Theory, Design, and Methods

(4 cr.)
In this research course, students are provided with core knowledge and skills for understanding, analyzing, and designing research at the graduate level. Students explore the philosophy of science, the role of theory, and research processes. Quantitative,
qualitative, and mixed methods research designs and data collection methods are introduced. The alignment of research components is emphasized. Students also explore ethical and social change implications of designing and conducting research. Students demonstrate their knowledge and skills by developing an annotated bibliography.

**RSCH 6100L - Research Theory, Design, and Methods**

(4 cr.)
In this research course, students are provided with core knowledge and skills for understanding, analyzing, and designing research at the graduate level. Students explore the philosophy of science, the role of theory, and research processes. Quantitative, qualitative, and mixed methods research designs and data collection methods are introduced. The alignment of research components is emphasized. Students also explore ethical and social change implications of designing and conducting research. Students demonstrate their knowledge and skills by developing an annotated bibliography.

**RSCH 6100Y - Research Theory, Design, and Methods**

(4 cr.)
In this research course, students are provided with core knowledge and skills for understanding, analyzing, and designing research at the graduate level. Students explore the philosophy of science, the role of theory, and research processes. Quantitative, qualitative, and mixed methods research designs and data collection methods are introduced. The alignment of research components is emphasized. Students also explore ethical and social change implications of designing and conducting research. Students demonstrate their knowledge and skills by developing an annotated bibliography.

**RSCH 6110 - Research Theory, Design, and Methods**

(5 cr.)
In this research course, students are provided with core knowledge and skills for understanding, analyzing, and designing research at the graduate level. Students explore the philosophy of science, the role of theory, and research processes. Quantitative, qualitative, and mixed methods research designs and data collection methods are introduced. The alignment of research components is emphasized. Students also explore ethical and social change implications of designing and conducting research. Students demonstrate their knowledge and skills by developing an annotated bibliography.

**RSCH 6110A - Research Theory, Design, and Methods**

(5 cr.)
In this research course, students are provided with core knowledge and skills for understanding, analyzing, and designing research at the graduate level. Students explore the philosophy of science, the role of theory, and research processes. Quantitative,
qualitative, and mixed methods research designs and data collection methods are introduced. The alignment of research components is emphasized. Students also explore ethical and social change implications of designing and conducting research. Students demonstrate their knowledge and skills by developing an annotated bibliography.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

RSCH 6110I - Research Theory, Design, and Methods

(5 cr.)
In this research course, students are provided with core knowledge and skills for understanding, analyzing, and designing research at the graduate level. Students explore the philosophy of science, the role of theory, and research processes. Quantitative, qualitative, and mixed methods research designs and data collection methods are introduced. The alignment of research components is emphasized. Students also explore ethical and social change implications of designing and conducting research. Students demonstrate their knowledge and skills by developing an annotated bibliography.

RSCH 6110L - Research Theory, Design, and Methods

(5 cr.)
In this research course, students are provided with core knowledge and skills for understanding, analyzing, and designing research at the graduate level. Students explore the philosophy of science, the role of theory, and research processes. Quantitative, qualitative, and mixed methods research designs and data collection methods are introduced. The alignment of research components is emphasized. Students also explore ethical and social change implications of designing and conducting research. Students demonstrate their knowledge and skills by developing an annotated bibliography.

RSCH 6110Y - Research Theory, Design, and Methods

(5 cr.)
In this research course, students are provided with core knowledge and skills for understanding, analyzing, and designing research at the graduate level. Students explore the philosophy of science, the role of theory, and research processes. Quantitative, qualitative, and mixed methods research designs and data collection methods are introduced. The alignment of research components is emphasized. Students also explore ethical and social change implications of designing and conducting research. Students demonstrate their knowledge and skills by developing an annotated bibliography.

RSCH 6200 - Quantitative Reasoning and Analysis

(4 cr.)
Students in this research course acquire core knowledge and skills for designing
quantitative research at the doctoral level, including understanding data analysis and applying statistical concepts. Students explore classical quantitative research designs and common statistical tests, the importance of quality assurance, and ethical and social change implications of conducting quantitative research and producing knowledge. Students approach statistics from a problem-solving perspective with emphasis on selecting appropriate statistical tests for a research design. Students use statistical software to calculate statistics and interpret and present results. Students will apply and synthesize their knowledge and skills by developing a quantitative research plan.

RSCH 6200Y - Quantitative Reasoning and Analysis

(4 cr.)
Students in this research course receive core knowledge and skills for designing quantitative research at the doctoral level, including understanding data analysis and applying statistical concepts. Students explore classical quantitative research designs and common statistical tests, the importance of quality assurance, and ethical and social change implications of conducting quantitative research and producing knowledge. Students approach statistics from a problem-solving perspective with emphasis on selecting appropriate statistical tests for a research design. Students use statistical software to calculate statistics and interpret and present results. Students apply and synthesize their knowledge and skills by developing a quantitative research plan.

RSCH 6210 - Quantitative Reasoning and Analysis

(5 cr.)
Students in this research course build core knowledge and skills for designing quantitative research at the doctoral level, including understanding data analysis and applying statistical concepts. Students explore classical quantitative research designs and common statistical tests, the importance of quality assurance, and ethical and social change implications of conducting quantitative research and producing knowledge. In this course, students approach statistics from a problem-solving perspective with emphasis on selecting appropriate statistical tests for a research design. Students use statistical software to calculate statistics and interpret and present results. Students will apply and synthesize their knowledge and skills by developing a quantitative research plan.

Prerequisites
- RSCH 6110

RSCH 6260 - Advanced Quantitative Reasoning and Analysis

(5 cr.)
Students in this research course build upon knowledge and skills acquired in the prerequisite quantitative reasoning course and are presented with opportunities to
apply them. They are provided with more specialized knowledge and skills for conducting quantitative research at the doctoral level, including understanding multivariate data analysis and applying more advanced statistical concepts, such as factorial ANOVA, mediation, moderation, logistic regression, ANCOVA, and MANOVA. Students explore existing datasets and apply suitable statistical tests to answer research questions with social change implications. In this course, they approach statistics from a problem-solving perspective with emphasis on selecting the appropriate statistical tests for more complex research questions and social problems. Students use statistical software to perform analyses and interpret and present results. They will apply and synthesize their knowledge and skills by carrying out a quantitative research project.

Prerequisites

- RSCH 6110V or RSCH 6110Y or RSCH 6110
- RSCH 6210V or RSCH 6210Y or RSCH 6210

* Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist 1-866-492-5336 (U.S.); 1-443-627-7222 (toll) for more information.

**RSCH 6300Y - Qualitative Reasoning and Analysis**

(4 cr.)

Students in this research course are provided with core knowledge and skills for designing qualitative research at the doctoral level, including understanding data analysis. Students explore the nature of qualitative inquiry; fieldwork strategies and the nature of observation; theoretical approaches to qualitative research; the importance of quality assurance; and the ethical, legal, and social change implications of conducting qualitative research and producing knowledge. Students use software to code data and interpret and present results. Students will apply and synthesize their knowledge and skills by developing a qualitative research plan.

**RSCH 7100 - Research Theory, Design, and Methods**

(5 cr.)

In this research course, students are provided with core knowledge and skills for understanding, analyzing, and designing research at the graduate level. Students explore the philosophy of science, the role of theory, and research processes. Quantitative, qualitative, and mixed methods research designs and data collection methods are introduced. The alignment of research components is emphasized. Students also explore ethical and social change implications of designing and conducting research. Students demonstrate their knowledge and skills by developing an annotated bibliography.

**RSCH 7100D - Research Theory, Design, and Methods**
In this research course, students are provided with core knowledge and skills for understanding, analyzing, and designing research at the graduate level. Students explore the philosophy of science, the role of theory, and research processes. Quantitative, qualitative, and mixed methods research designs and data collection methods are introduced. The alignment of research components is emphasized. Students also explore ethical and social change implications of designing and conducting research. Students demonstrate their knowledge and skills by developing an annotated bibliography.

**RSCH 7110 - Research Theory, Design, and Methods**

(5 cr.)

Students in this research course are provided with the opportunity to develop core knowledge and skills for understanding, analyzing, and designing research at the doctoral level. Students explore the philosophy of science, the importance of theory in research, and research processes. The course also introduces students to the quantitative, qualitative, and mixed-method research designs and methods. Students devote special attention to understanding the ethical and social change implications of conducting research and engaging in scholarship. They apply their knowledge and skills by developing elements of simple research plans for quantitative, qualitative, and mixed-methods studies.

**RSCH 7200D - Quantitative Reasoning and Analysis**

(4 cr.)

Education professionals are provided with core knowledge and skills for designing quantitative research at the doctoral level, including understanding data analysis and applying statistical concepts in this course. They explore classical quantitative research designs and common statistical tests, the importance of quality assurance, and ethical and social change implications of conducting quantitative research and producing knowledge. Education professionals approach statistics from a problem-solving perspective with emphasis on selecting appropriate statistical tests for a research design. They use statistical software to calculate statistics and interpret and present results. Education professionals will apply and synthesize their knowledge and skills by developing a quantitative research plan.

**Prerequisites**
- RSCH 7100D

**RSCH 7250 - Advanced Quantitative Reasoning and Analysis**

(4 cr.)

In this research course, educators build on knowledge and skills acquired in RSCH 8200: Quantitative Reasoning and Analysis and are provided with experience applying them.
Educators are provided with more specialized knowledge and skills for designing quantitative research at the doctoral level, including understanding multivariate data analysis and applying more advanced statistical concepts. They explore comprehensive quantitative research designs and suitable statistical tests, the importance of quality assurance, and ethical considerations and social change implications of conducting quantitative research and producing knowledge. Educators approach statistics from a problem-solving perspective, with emphasis on selecting the appropriate research design and statistical tests for more complex research questions or problems. They use statistical software to perform analyses and interpret and present results. Educators apply and synthesize their knowledge and skills by developing a quantitative research plan.

**Prerequisites**
- RSCH 7200D

**RSCH 8100 - Research Theory, Design, and Methods**

(4 cr.)
In this research course, students are provided with core knowledge and skills for understanding, analyzing, and designing research at the graduate level. Students explore the philosophy of science, the role of theory, and research processes. Quantitative, qualitative, and mixed-methods research designs and data collection methods are introduced. The alignment of research components is emphasized. Students also explore ethical and social change implications of designing and conducting research. Students demonstrate their knowledge and skills by developing an annotated bibliography.

**Prerequisites**
- A Foundation course or first course in a program
- RESI 8401

**RSCH 8100C - Research Theory, Design, and Methods**

(4 cr.)
In this research course, students are provided with core knowledge and skills for understanding, analyzing, and designing research at the graduate level. Students explore the philosophy of science, the role of theory, and research processes. Quantitative, qualitative, and mixed methods research designs and data collection methods are introduced. The alignment of research components is emphasized. Students also explore ethical and social change implications of designing and conducting research. Students demonstrate their knowledge and skills by developing an annotated bibliography.

**Prerequisites**
- Foundation course or first course in a program
RSCH 8100D - Research Theory, Design, and Methods

(5 cr.)
In this research course, students are provided with core knowledge and skills for understanding, analyzing, and designing research at the graduate level. Students explore the philosophy of science, the role of theory, and research processes. Quantitative, qualitative, and mixed methods research designs and data collection methods are introduced. The alignment of research components is emphasized. Students also explore ethical and social change implications of designing and conducting research. Students demonstrate their knowledge and skills by developing an annotated bibliography.

Prerequisites
- Foundation course or first course in a program

RSCH 8100H - Research Theory, Design, and Methods

(5 cr.)
In this research course, students are provided with core knowledge and skills for understanding, analyzing, and designing research at the graduate level. Students explore the philosophy of science, the role of theory, and research processes. Quantitative, qualitative, and mixed methods research designs and data collection methods are introduced. The alignment of research components is emphasized. Students also explore ethical and social change implications of designing and conducting research. Students demonstrate their knowledge and skills by developing an annotated bibliography.

Prerequisites
- A Foundation course or first course in a program
- RESI 8401

RSCH 8100I - Research Theory, Design, and Methods

(5 cr.)
In this research course, students are provided with core knowledge and skills for understanding, analyzing, and designing research at the graduate level. Students explore the philosophy of science, the role of theory, and research processes. Quantitative, qualitative, and mixed methods research designs and data collection methods are introduced. The alignment of research components is emphasized. Students also explore ethical and social change implications of designing and conducting research. Students demonstrate their knowledge and skills by developing an annotated bibliography.

RSCH 8100P - Research Theory, Design, and Methods

(5 cr.)
In this research course, students are provided with core knowledge and skills for understanding, analyzing, and designing research at the graduate level. Students explore
the philosophy of science, the role of theory, and research processes. Quantitative, qualitative, and mixed methods research designs and data collection methods are introduced. The alignment of research components is emphasized. Students also explore ethical and social change implications of designing and conducting research. Students demonstrate their knowledge and skills by developing an annotated bibliography.

Prerequisites
- A Foundation course or first course in a program

RSCH 8100X - Research Theory, Design, and Methods

(5 cr.)
In this research course, students are provided with core knowledge and skills for understanding, analyzing, and designing research at the graduate level. Students explore the philosophy of science, the role of theory, and research processes. Quantitative, qualitative, and mixed methods research designs and data collection methods are introduced. The alignment of research components is emphasized. Students also explore ethical and social change implications of designing and conducting research. Students demonstrate their knowledge and skills by developing an annotated bibliography.

Prerequisites
- A Foundation course or first course in a program

RSCH 8100Y - Research Theory, Design, and Methods

(5 cr.)
In this research course, students are provided with core knowledge and skills for understanding, analyzing, and designing research at the graduate level. Students explore the philosophy of science, the role of theory, and research processes. Quantitative, qualitative, and mixed-methods research designs and data collection methods are introduced. The alignment of research components is emphasized. Students also explore ethical and social change implications of designing and conducting research. Students demonstrate their knowledge and skills by developing an annotated bibliography.

Prerequisites
- A Foundation course or first course in a program

RSCH 8100Z - Research Theory, Design, and Methods

(5 cr.)
In this research course, students are provided with core knowledge and skills for understanding, analyzing, and designing research at the graduate level. Students explore the philosophy of science, the role of theory, and research processes. Quantitative, qualitative, and mixed-methods research designs and data collection methods are introduced. The alignment of research components is emphasized. Students also explore
ethical and social change implications of designing and conducting research. Students demonstrate their knowledge and skills by developing an annotated bibliography.

**Prerequisites**

For KAM or Mixed-Model Specializations
- AMDS 8008 or SBSF 8005

For Course-Based Specializations
- MGMT 8010

**RSCH 8101M - Research Theory, Design, and Methods**

(5 cr.)

In this research course, students are provided with core knowledge and skills for understanding, analyzing, and designing research at the graduate level. Students explore the philosophy of science, the role of theory, and research processes. Quantitative, qualitative, and mixed-methods research designs and data collection methods are introduced. The alignment of research components is emphasized. Students also explore ethical and social change implications of designing and conducting research. Students demonstrate their knowledge and skills by developing an annotated bibliography.

**Prerequisites**

For KAM or Mixed-Model Specializations
- AMDS 8008 or SBSF 8005

For Course-Based Specializations
- MGMT 8010 or MGMT 8045

**RSCH 8101Z - Research Theory, Design, and Methods**

(5 cr.)

In this research course, students are provided with core knowledge and skills for understanding, analyzing, and designing research at the graduate level. Students explore the philosophy of science, the role of theory, and research processes. Quantitative, qualitative, and mixed-methods research designs and data collection methods are introduced. The alignment of research components is emphasized. Students also explore ethical and social change implications of designing and conducting research. Students demonstrate their knowledge and skills by developing an annotated bibliography.

**Prerequisites**

For KAM or Mixed-Model Specializations
- AMDS 8008 or SBSF 8005

For Course-Based Specializations
- MGMT 8010

**RSCH 8110 - Research Theory, Design, and Methods**
In this research course, students are provided with core knowledge and skills for understanding, analyzing, and designing research at the graduate level. Students explore the philosophy of science, the role of theory, and research processes. Quantitative, qualitative, and mixed-methods research designs and data collection methods are introduced. The alignment of research components is emphasized. Students also explore ethical and social change implications of designing and conducting research. Students demonstrate their knowledge and skills by developing an annotated bibliography.

**Prerequisites**
- RSCH 8110 prerequisites by program

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**RSCH 8110O - Research Theory, Design, and Methods**

In this research course, students are provided with core knowledge and skills for understanding, analyzing, and designing research at the graduate level. Students explore the philosophy of science, the role of theory, and research processes. Quantitative, qualitative, and mixed methods research designs and data collection methods are introduced. The alignment of research components is emphasized. Students also explore ethical and social change implications of designing and conducting research. Students demonstrate their knowledge and skills by developing an annotated bibliography.

**Prerequisites**
- A Foundation course or first course in a program

**RSCH 8200 - Quantitative Reasoning and Analysis**

Students taking this research course are provided with the opportunity to develop core knowledge and skills for designing quantitative research at the doctoral level, including understanding data analysis and applying statistical concepts. Students explore classical quantitative research designs and common statistical tests, the importance of quality assurance, and ethical and social change implications of conducting quantitative research and producing knowledge. They approach statistics from a problem-solving perspective with emphasis on selecting appropriate statistical tests for a research design. Students use statistical software to calculate statistics data and interpret and present results. Students apply their knowledge and skills by developing a quantitative research plan.

**Prerequisites**
- RSCH 8100D
- RESI 8401
RSCH 8200C - Quantitative Reasoning and Analysis

(4 cr.)
Students in this research course have the opportunity to develop core knowledge and skills for designing quantitative research at the doctoral level, including understanding data analysis and applying statistical concepts. Students explore classical quantitative research designs and common statistical tests, the importance of quality assurance, and ethical and social change implications of conducting quantitative research and producing knowledge. They approach statistics from a problem-solving perspective with emphasis on selecting appropriate statistical tests for a research design. Students use statistical software to calculate statistics data and interpret and present results. Students apply their knowledge and skills by developing a quantitative research plan.
Prerequisites
• RSCH 8100C

RSCH 8200H - Quantitative Reasoning and Analysis

(4 cr.)
Students in this research course have the opportunity to develop core knowledge and skills for designing quantitative research at the doctoral level, including understanding data analysis and applying statistical concepts. Students explore classical quantitative research designs and common statistical tests, the importance of quality assurance, and ethical and social change implications of conducting quantitative research and producing knowledge. They approach statistics from a problem-solving perspective with emphasis on selecting appropriate statistical tests for a research design. Students use statistical software to calculate statistics data and interpret and present results. Students apply their knowledge and skills by developing a quantitative research plan.
Prerequisites
• RSCH 8100H
• RESI 8401 or RESI 8401A

RSCH 8200I - Quantitative Reasoning and Analysis

(4 cr.)
Students in this research course receive core knowledge and skills for designing quantitative research at the doctoral level, including understanding data analysis and applying statistical concepts. Students explore classical quantitative research designs and common statistical tests, the importance of quality assurance, and ethical and social change implications of conducting quantitative research and producing knowledge. Students approach statistics from a problem-solving perspective with emphasis on selecting appropriate statistical tests for a research design. Students use statistical
software to calculate statistics and interpret and present results. Students will apply and synthesize their knowledge and skills by developing a quantitative research plan.

**RSCH 8200P - Quantitative Reasoning and Analysis**

(4 cr.)
Students in this research course have the opportunity to develop core knowledge and skills for designing quantitative research at the doctoral level, including understanding data analysis and applying statistical concepts. Students explore classical quantitative research designs and common statistical tests, the importance of quality assurance, and ethical and social change implications of conducting quantitative research and producing knowledge. They approach statistics from a problem-solving perspective with emphasis on selecting appropriate statistical tests for a research design. Students use statistical software to calculate statistics data and interpret and present results. Students apply their knowledge and skills by developing a quantitative research plan.

**Prerequisites**
- RSCH 8100P

**RSCH 8200X - Quantitative Reasoning and Analysis**

(4 cr.)
Students in this research course have the opportunity to develop core knowledge and skills for designing quantitative research at the doctoral level, including understanding data analysis and applying statistical concepts. Students explore classical quantitative research designs and common statistical tests, the importance of quality assurance, and ethical and social change implications of conducting quantitative research and producing knowledge. They approach statistics from a problem-solving perspective with emphasis on selecting appropriate statistical tests for a research design. Students use statistical software to calculate statistics data and interpret and present results. Students apply their knowledge and skills by developing a quantitative research plan.

**Prerequisites**
- RSCH 8100X

**RSCH 8200Y - Quantitative Reasoning and Analysis**

(4 cr.)
Students in this research course have the opportunity to develop core knowledge and skills for designing quantitative research at the doctoral level, including understanding data analysis and applying statistical concepts. Students explore classical quantitative research designs and common statistical tests, the importance of quality assurance, and ethical and social change implications of conducting quantitative research and producing knowledge. They approach statistics from a problem-solving perspective with emphasis
on selecting appropriate statistical tests for a research design. Students use statistical software to calculate statistics data and interpret and present results. Students apply their knowledge and skills by developing a quantitative research plan.

Prerequisites
- RSCH 8100Y

RSCH 8200Z - Quantitative Reasoning and Analysis

(4 cr.)
Students in this research course have the opportunity to develop core knowledge and skills for designing quantitative research at the doctoral level, including understanding data analysis and applying statistical concepts. Students explore classical quantitative research designs and common statistical tests, the importance of quality assurance, and the ethical and social change implications of conducting quantitative research and producing knowledge. They approach statistics from a problem-solving perspective with an emphasis on selecting appropriate statistical tests for a research design. Students use statistical software to calculate statistics data and interpret and present results. Students apply their knowledge and skills by developing a quantitative research plan.

Prerequisites
For KAM or Mixed-Model Specializations
- SBSF 7100

For Course-Based Specializations
- MGMT 8440
- MGMT 8540
- MGMT 8640 or MGMT 8740
- MGMT 8990

RSCH 8201 - Quantitative Reasoning and Analysis

(4 cr.)
Students in this research course are provided with core knowledge and skills for designing quantitative research at the doctoral level, including understanding data analysis and applying statistical concepts. Students explore classical quantitative research designs and common statistical tests, the importance of quality assurance, and ethical and social change implications of conducting quantitative research and producing knowledge. Students approach statistics from a problem-solving perspective with emphasis on selecting appropriate statistical tests for a research design. Students use statistical software to calculate statistics data and interpret and present results. Students apply their knowledge and skills by developing a quantitative research plan.

Prerequisites
- RSCH 8100
RSCH 8201M - Quantitative Reasoning and Analysis

(4 cr.)

Students in this research course have the opportunity to develop core knowledge and skills for designing quantitative research at the doctoral level, including understanding data analysis and applying statistical concepts. Students explore classical quantitative research designs and common statistical tests, the importance of quality assurance, and the ethical and social change implications of conducting quantitative research and producing knowledge. They approach statistics from a problem-solving perspective with emphasis on selecting appropriate statistical tests for a research design. Students use statistical software to calculate statistics data and interpret and present results. Students apply their knowledge and skills by developing a quantitative research plan.

Prerequisites
- RSCH 8101M

RSCH 8201Z - Quantitative Reasoning and Analysis

(4 cr.)

Students in this research course have the opportunity to develop core knowledge and skills for designing quantitative research at the doctoral level, including understanding data analysis and applying statistical concepts. Students explore classical quantitative research designs and common statistical tests, the importance of quality assurance, and the ethical and social change implications of conducting quantitative research and producing knowledge. They approach statistics from a problem-solving perspective with an emphasis on selecting appropriate statistical tests for a research design. Students use statistical software to calculate statistics data and interpret and present results. Students apply their knowledge and skills by developing a quantitative research plan.

Prerequisites
- For KAM or Mixed-Model Specializations
  - SBSF 7100
- For Course-Based Specializations
  - MGMT 8440
  - MGMT 8540
  - MGMT 8640 or MGMT 8740
  - MGMT 8990

RSCH 8210 - Quantitative Reasoning and Analysis

(5 cr.)

In this research course, students are provided with the opportunity to develop core knowledge and skills for designing and carrying out quantitative research at the doctoral level, including the application of statistical concepts and techniques. Students explore
classical common statistical tests, the importance of the logic of inference, and social change implications of conducting quantitative research and producing knowledge. Students approach statistics from a problem-solving perspective with emphasis on selecting appropriate statistical tests for a research design. Students use statistical software to derive statistics from quantitative data and interpret and present results.

**Prerequisites**
- RSCH 8210 prerequisites by program

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**RSCH 8210O - Quantitative Reasoning and Analysis**

(5 cr.)
Students taking this research course are provided with the opportunity to develop core knowledge and skills for designing quantitative research at the doctoral level, including understanding data analysis and applying statistical concepts. Students explore classical quantitative research designs and common statistical tests, the importance of quality assurance, and ethical and social change implications of conducting quantitative research and producing knowledge. They approach statistics from a problem-solving perspective with emphasis on selecting appropriate statistical tests for a research design. Students use statistical software to calculate statistics data and interpret and present results. Students apply their knowledge and skills by developing a quantitative research plan.

**Prerequisites**
- RSCH 8100O

**RSCH 8250O - Advanced Quantitative Reasoning and Analysis**

(4 cr.)
Students in this research course build upon the knowledge and skills acquired in RSCH 8200 - Quantitative Reasoning and Analysis and experience applying them. Students gain more specialized knowledge and skills for designing quantitative research at the doctoral level, including understanding multivariate data analysis and applying more advanced statistical concepts. Students explore comprehensive quantitative research designs and suitable statistical tests, the importance of quality assurance, and ethical considerations and social change implications of conducting quantitative research and producing knowledge. Students approach statistics from a problem-solving perspective with emphasis on selecting the appropriate research design and statistical tests for more complex research questions or problems. Students use statistical software to perform analyses and interpret and present results. Students will apply and synthesize their knowledge and skills by developing a quantitative research plan.

**Prerequisites**
- RSCH 8200U or SBSF 7100
RSCH 8250C - Advanced Quantitative Reasoning and Analysis

(4 cr.)
Students taking this research course build upon knowledge and skills acquired in RSCH 8200C - Quantitative Reasoning and Analysis and receive experience applying them. Students gain more specialized knowledge and skills for designing quantitative research at the doctoral level, including understanding multivariate data analysis and applying more advanced statistical concepts. Students explore comprehensive quantitative research designs and suitable statistical tests; the importance of quality assurance; and the ethical considerations and social change implications of conducting quantitative research and producing knowledge. Students approach statistics from a problem-solving perspective with an emphasis on selecting the appropriate research design and statistical tests for more complex research questions or problems. Students use statistical software to perform analyses and interpret and present results. Students will apply and synthesize their knowledge and skills by developing a quantitative research plan.

Prerequisites
- RSCH 8200C

RSCH 8250D - Advanced Quantitative Reasoning and Analysis

(4 cr.)
Students build upon the knowledge and skills acquired in RSCH 8200 - Quantitative Reasoning and Analysis and have experience applying them in this course. They develop more specialized knowledge and skills for designing quantitative research at the doctoral level, including understanding multivariate data analysis and applying more advanced statistical concepts. Students explore comprehensive quantitative research designs and suitable statistical tests, the importance of quality assurance, and ethical considerations and social change implications of conducting quantitative research and producing knowledge. In this course, students approach statistics from a problem-solving perspective with emphasis on selecting the appropriate research design and statistical tests for more complex research questions or problems. They use statistical software to perform analyses and interpret and present results. Students will apply and synthesize their knowledge and skills by developing a quantitative research plan.

Prerequisites
- RSCH 8200 or EDUC 8800 or EDUC 8900

RSCH 8250I - Advanced Quantitative Reasoning and Analysis

(4 cr.)
Students build upon the knowledge and skills acquired in RSCH 8200 - Quantitative
Reasoning and Analysis and gain experience applying them. Students acquire more specialized knowledge and skills for designing quantitative research at the doctoral level, including understanding multivariate data analysis and applying more advanced statistical concepts. Students explore comprehensive quantitative research designs and suitable statistical tests; the importance of quality assurance; and ethical considerations and social change implications of conducting quantitative research and producing knowledge. Students approach statistics from a problem-solving perspective with emphasis on selecting the appropriate research design and statistical tests for more complex research questions or problems. Students use statistical software to perform analyses and interpret and present results. Students will apply and synthesize their knowledge and skills by developing a quantitative research plan.

Prerequisites
- RSCH 8200

**RSCH 8250P - Advanced Quantitative Reasoning and Analysis**

(4 cr.)
Students taking this research course build upon knowledge and skills acquired in RSCH 8200P - Quantitative Reasoning and Analysis and gain experience applying them. Students acquire more specialized knowledge and skills for designing quantitative research at the doctoral level, including understanding multivariate data analysis and applying more advanced statistical concepts. Students explore comprehensive quantitative research designs and suitable statistical tests; the importance of quality assurance; and the ethical considerations and social change implications of conducting quantitative research and producing knowledge. Students approach statistics from a problem-solving perspective with an emphasis on selecting the appropriate research design and statistical tests for more complex research questions or problems. Students use statistical software to perform analyses and interpret and present results. Students will apply and synthesize their knowledge and skills by developing a quantitative research plan.

Prerequisites
- RSCH 8200P

**RSCH 8250X - Advanced Quantitative Reasoning and Analysis**

(4 cr.)
Students in this research course build upon knowledge and skills acquired in RSCH 8200X - Quantitative Reasoning and Analysis and gain experience applying them. Students acquire more specialized knowledge and skills for designing quantitative research at the doctoral level, including understanding multivariate data analysis and applying more advanced statistical concepts. Students explore comprehensive quantitative research designs and suitable statistical tests; the importance of quality assurance; and ethical considerations and social change implications of conducting quantitative research and producing knowledge. Students approach statistics from a problem-solving perspective with emphasis on selecting the appropriate research design and statistical tests for more complex research questions or problems. Students use statistical software to perform analyses and interpret and present results. Students will apply and synthesize their knowledge and skills by developing a quantitative research plan.

Prerequisites
- RSCH 8200X
assurance; and the ethical considerations and social change implications of conducting quantitative research and producing knowledge. Students approach statistics from a problem-solving perspective with emphasis on selecting the appropriate research design and statistical tests for more complex research questions or problems. Students use statistical software to perform analyses and interpret and present results. Students will apply and synthesize their knowledge and skills by developing a quantitative research plan.

Prerequisites
- RSCH 8200X

**RSCH 8250Y - Advanced Quantitative Reasoning and Analysis**

(4 cr.)

Students in this research course build upon knowledge and skills acquired in RSCH 8200Y - Quantitative Reasoning and Analysis and gain experience applying them. Students acquire more specialized knowledge and skills for designing quantitative research at the doctoral level, including understanding multivariate data analysis and applying more advanced statistical concepts. Students explore comprehensive quantitative research designs and suitable statistical tests; the importance of quality assurance; and the ethical considerations and social change implications of conducting quantitative research and producing knowledge. Students approach statistics from a problem-solving perspective with an emphasis on selecting the appropriate research design and statistical tests for more complex research questions or problems. Students will apply and synthesize their knowledge and skills by developing a quantitative research plan.

Prerequisites
- RSCH 8200Y

**RSCH 8250Z - Advanced Quantitative Reasoning and Analysis**

(4 cr.)

Students in this research course build upon knowledge and skills acquired in RSCH 8200Z - Quantitative Reasoning and Analysis and gain experience applying them. Students acquire more specialized knowledge and skills for designing quantitative research at the doctoral level, including understanding multivariate data analysis and applying more advanced statistical concepts. Students explore comprehensive quantitative research designs and suitable statistical tests, the importance of quality assurance, and the ethical considerations and social change implications of conducting quantitative research and producing knowledge. This course approaches statistics from a problem-solving perspective with an emphasis on selecting the appropriate research design and statistical tests for more complex research questions or problems. Students
use statistical software to perform analyses and interpret and present results. Students will apply and synthesize their knowledge and skills by developing a quantitative research plan.

**Prerequisites**
- RSCH 8200Z or AMDS 8437
- RSCH 8300Z or AMDS 8427
- Residency 3

**RSCH 8251M - Advanced Quantitative Reasoning and Analysis**

**(4 cr.)**

Students in this research course build upon knowledge and skills acquired in RSCH 8200Z = Quantitative Reasoning and Analysis and gain experience applying them. Students acquire more specialized knowledge and skills for designing quantitative research at the doctoral level, including understanding multivariate data analysis and applying more advanced statistical concepts. Students explore comprehensive quantitative research designs and suitable statistical tests, the importance of quality assurance, and the ethical considerations and social change implications of conducting quantitative research and producing knowledge. Students approach statistics from a problem-solving perspective with emphasis on selecting the appropriate research design and statistical tests for more complex research questions or problems. Students use statistical software to perform analyses and interpret and present results. Students will apply and synthesize their knowledge and skills by developing a quantitative research plan.

**Prerequisites**
- RSCH 8201M
- RSCH 8301M
- RESI 8401
- RESI 8402 or RESI 8402D or RESI 8402E

**RSCH 8251Z - Advanced Quantitative Reasoning and Analysis**

**(4 cr.)**

Students in this research course build upon knowledge and skills acquired in RSCH 8200Z = Quantitative Reasoning and Analysis and gain experience applying them. Students acquire more specialized knowledge and skills for designing quantitative research at the doctoral level, including understanding multivariate data analysis and applying more advanced statistical concepts. Students explore comprehensive quantitative research designs and suitable statistical tests, the importance of quality assurance, and the ethical considerations and social change implications of conducting quantitative research and producing knowledge. In this course, students approach statistics from a problem-solving perspective with emphasis on selecting the
appropriate research design and statistical tests for more complex research questions or problems. Students use statistical software to perform analyses and interpret and present results. Students will apply and synthesize their knowledge and skills by developing a quantitative research plan.

**Prerequisites**
- RSCH 8200Z or AMDS 8437
- RSCH 8300Z or AMDS 8427
- Residency 3
- RESI 8401
- RESI 8402 or RESI 8402D or RESI 8402E

**RSCH 8260 - Advanced Quantitative Reasoning and Analysis**

(5 cr.)
Students in this research course build upon knowledge and skills acquired in the prerequisite quantitative reasoning course and are presented with opportunities to apply them. They are provided with more specialized knowledge and skills for conducting quantitative research at the doctoral level, including understanding multivariate data analysis and applying more advanced statistical concepts, such as factorial ANOVA, mediation, moderation, logistic regression, ANCOVA, and MANOVA. Students explore existing datasets and apply suitable statistical tests to answer research questions with social change implications. In this course, they approach statistics from a problem-solving perspective with emphasis on selecting the appropriate statistical tests for more complex research questions and social problems. Students use statistical software to perform analyses and interpret and present results. They will apply and synthesize their knowledge and skills by carrying out a quantitative research project.

**Prerequisites**
- RSCH 8260 prerequisites by program

**RSCH 8261 - Advanced Quantitative Reasoning and Analysis**

(5 cr.)
Students in this research course build upon knowledge and skills acquired in RSCH 8201 - Quantitative Reasoning and Analysis and are provided experience applying them. Through this course, students are provided with more specialized knowledge and skills for designing quantitative research at the doctoral level, including understanding multivariate data analysis and applying more advanced statistical concepts. Students explore comprehensive quantitative research designs and suitable statistical tests; the importance of quality assurance; and ethical considerations and social change implications of conducting quantitative research and producing knowledge. Students approach statistics from a problem-solving perspective with emphasis on selecting the
appropriate research design and statistical tests for more complex research questions or problems. They use statistical software to perform analyses and interpret and present results. Students will apply and synthesize their knowledge and skills by developing a quantitative research plan.

Prerequisites
- RSCH 8201
- RESI 8402

RSCH 8300 - Qualitative Reasoning and Analysis

(4 cr.)
Students in this research course are provided with the opportunity to develop basic knowledge and skills for conducting qualitative research at the doctoral level. Students explore the nature of qualitative inquiry, how theory and theoretical and conceptual frameworks uniquely apply to qualitative research, data collection procedures and analysis strategy, and how the role of the researcher is expressed in the ethical and rigorous conduct of qualitative research. Students practice collecting, organizing, analyzing, and presenting data, and they develop a detailed premise for conducting a qualitative study.

Prerequisites
- RSCH 8100U
- RESI 8401

RSCH 8300C - Qualitative Reasoning and Analysis

(4 cr.)
Students in this research course are provided with the opportunity to develop core knowledge and skills for designing qualitative research at the doctoral level, including understanding data analysis. Students explore the nature of qualitative inquiry; fieldwork strategies and the nature of observation; theoretical approaches to qualitative research; the importance of quality assurance; and the ethical, legal, and social change implications of conducting qualitative research and producing knowledge. They use software to code data and interpret and present results. Students apply their knowledge and skills by developing a qualitative research plan.

Prerequisites
- RSCH 8100C

RSCH 8300D - Qualitative Reasoning and Analysis

(4 cr.)
Students in this research course are provided with the opportunity to develop core
knowledge and skills for designing qualitative research at the doctoral level, including understanding data analysis. Students explore the nature of qualitative inquiry; fieldwork strategies and the nature of observation; theoretical approaches to qualitative research; the importance of quality assurance; and the ethical, legal, and social change implications of conducting qualitative research and producing knowledge. They use software to code data and interpret and present results. Students apply their knowledge and skills by developing a qualitative research plan.

Prerequisites
- RSCH 8100D

RSCH 8300H - Qualitative Reasoning and Analysis

(4 cr.)
Students in this research course are provided with the opportunity to develop core knowledge and skills for designing qualitative research at the doctoral level, including understanding data analysis. Students explore the nature of qualitative inquiry; fieldwork strategies and the nature of observation; theoretical approaches to qualitative research; the importance of quality assurance; and the ethical, legal, and social change implications of conducting qualitative research and producing knowledge. They use software to code data and interpret and present results. Students apply their knowledge and skills by developing a qualitative research plan.

Prerequisites
- RSCH 8100H
- RESI 8401

RSCH 8300I - Qualitative Reasoning and Analysis

(5 cr.)
Students in this research course are provided with the opportunity to develop core knowledge and skills for designing qualitative research at the doctoral level, including understanding data analysis. Students explore the nature of qualitative inquiry; fieldwork strategies and the nature of observation; theoretical approaches to qualitative research; the importance of quality assurance; and the ethical, legal, and social change implications of conducting qualitative research and producing knowledge. They use software to code data and interpret and present results. Students apply their knowledge and skills by developing a qualitative research plan.

Prerequisites
- RSCH 8100P

RSCH 8300P - Qualitative Reasoning and Analysis
Students in this research course are provided with the opportunity to develop core knowledge and skills for designing qualitative research at the doctoral level, including understanding data analysis. Students explore the nature of qualitative inquiry; fieldwork strategies and the nature of observation; theoretical approaches to qualitative research; the importance of quality assurance; and the ethical, legal, and social change implications of conducting qualitative research and producing knowledge. They use software to code data and interpret and present results. Students apply their knowledge and skills by developing a qualitative research plan.

**Prerequisites**
- RSCH 8100P

**RSCH 8300X - Qualitative Reasoning and Analysis**

Students in this research course are provided with the opportunity to develop core knowledge and skills for designing qualitative research at the doctoral level, including understanding data analysis. Students explore the nature of qualitative inquiry; fieldwork strategies and the nature of observation; theoretical approaches to qualitative research; the importance of quality assurance; and the ethical, legal, and social change implications of conducting qualitative research and producing knowledge. They use software to code data and interpret and present results. Students apply their knowledge and skills by developing a qualitative research plan.

**Prerequisites**
- RSCH 8100X

**RSCH 8300Y - Qualitative Reasoning and Analysis**

Students in this research course are provided with the opportunity to develop core knowledge and skills for designing qualitative research at the doctoral level, including understanding data analysis. Students explore the nature of qualitative inquiry; fieldwork strategies and the nature of observation; theoretical approaches to qualitative research; the importance of quality assurance; and the ethical, legal, and social change implications of conducting qualitative research and producing knowledge. They use software to code data and interpret and present results. Students apply their knowledge and skills by developing a qualitative research plan.

**Prerequisites**
- RSCH 8100Y

**RSCH 8300Z - Qualitative Reasoning and Analysis**
Students in this research course are provided with the opportunity to develop core knowledge and skills for designing qualitative research at the doctoral level, including understanding data analysis. Students explore the nature of qualitative inquiry; fieldwork strategies and the nature of observation; theoretical approaches to qualitative research; the importance of quality assurance; and the ethical, legal, and social change implications of conducting qualitative research and producing knowledge. They use software to code data and interpret and present results. Students apply their knowledge and skills by developing a qualitative research plan.

Prerequisites
For KAM or Mixed-Model Specializations
- SBSF 7100
For Course-Based Specializations
- MGMT 8410
- MGMT 8420 or MGMT 8510
- MGMT 8520 or MGMT 8610
- MGMT 8620 or MGMT 8710
- MGMT 8720

RSCH 8301M - Qualitative Reasoning and Analysis

Students in this research course are provided with the opportunity to develop core knowledge and skills for designing qualitative research at the doctoral level, including understanding data analysis. Students explore the nature of qualitative inquiry; fieldwork strategies and the nature of observation; theoretical approaches to qualitative research; the importance of quality assurance; and the ethical, legal, and social change implications of conducting qualitative research and producing knowledge. They use software to code data and interpret and present results. Students apply their knowledge and skills by developing a qualitative research plan.

Prerequisites
- RSCH 8101M

RSCH 8301Z - Qualitative Reasoning and Analysis

Students in this research course are provided with the opportunity to develop core knowledge and skills for designing qualitative research at the doctoral level, including understanding data analysis. Students explore the nature of qualitative inquiry; fieldwork strategies and the nature of observation; theoretical approaches to qualitative research; the importance of quality assurance; and the ethical, legal, and social change implications of conducting qualitative research and producing knowledge. They use software to code
data and interpret and present results. Students apply their knowledge and skills by developing a qualitative research plan.

Prerequisites
For KAM or Mixed-Model Specializations
- SBSF 7100
For Course-Based Specializations
- MGMT 8410
- MGMT 8420 or MGMT 8510
- MGMT 8520 or MGMT 8610
- MGMT 8620 or MGMT 8710
- MGMT 8720

RSCH 8310 - Qualitative Reasoning and Analysis

(5 cr.)
Students in this research course are provided with the opportunity to develop basic knowledge and skills for conducting qualitative research at the doctoral level. Students explore the nature of qualitative inquiry, how theory and theoretical and conceptual frameworks uniquely apply to qualitative research, data collection procedures and analysis strategy, and how the role of the researcher is expressed in the ethical and rigorous conduct of qualitative research. Students practice collecting, organizing, analyzing, and presenting data, and they develop a detailed research topic for conducting a qualitative study.

Prerequisites
- RSCH 8310 prerequisites by program

◆ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

RSCH 8310O - Qualitative Reasoning and Analysis

(5 cr.)
Students in this research course are provided with the opportunity to develop basic knowledge and skills for conducting qualitative research at the doctoral level. Students explore the nature of qualitative inquiry, how theory and theoretical and conceptual frameworks uniquely apply to qualitative research, data collection procedures and analysis strategy, and how the role of the researcher is expressed in the ethical and rigorous conduct of qualitative research. Students practice collecting, organizing, analyzing, and presenting data, and they develop a detailed premise for conducting a qualitative study.

Prerequisites
- RSCH 8100O
RSCH 8350 - Advanced Qualitative Reasoning and Analysis

(4 cr.)
Students in this research course build upon knowledge and skills acquired in RSCH 8300 - Qualitative Reasoning and Analysis and gain experience applying them. Students acquire more specialized knowledge and skills within each of the common qualitative traditions for designing qualitative research at the doctoral level. Students explore more complex qualitative research designs and analyses; multiple approaches to coding and organizing data; core components of a qualitative write-up; the importance of quality assurance; and the ethical considerations and social change implications of conducting qualitative research and producing knowledge. Students will apply and synthesize their knowledge and skills by developing a qualitative research plan.

Prerequisites
- RSCH 8300

RSCH 8350C - Advanced Qualitative Reasoning and Analysis

(4 cr.)
Students in this research course build upon knowledge and skills acquired in RSCH 8300C - Qualitative Reasoning and Analysis and gain experience applying them. Students acquire more specialized knowledge and skills within each of the common qualitative traditions for designing qualitative research at the doctoral level. Students explore more complex qualitative research designs and analyses; multiple approaches to coding and organizing data; core components of a qualitative write-up; the importance of quality assurance; and the ethical considerations and social change implications of conducting qualitative research and producing knowledge. Students will apply and synthesize their knowledge and skills by developing a qualitative research plan.

Prerequisites
- RSCH 8300C

RSCH 8350D - Advanced Qualitative Reasoning and Analysis

(4 cr.)
Students in this research course build upon knowledge and skills acquired in RSCH 8300Z - Qualitative Reasoning and Analysis and gain experience applying them. Students acquire more specialized knowledge and skills within each of the common qualitative traditions for designing qualitative research at the doctoral level. Students explore more complex qualitative research designs and analyses; multiple approaches to coding and organizing data; core components of a qualitative write-up; the importance of quality assurance; and the ethical considerations and social change implications of conducting qualitative research and producing knowledge.
qualitative research and producing knowledge. Students will apply and synthesize their knowledge and skills by developing a qualitative research plan.

Prerequisites
- RSCH 8200D or SBSF 7100

**RSCH 8350I - Advanced Qualitative Reasoning and Analysis**

(4 cr.)
Students in this research course build upon their established qualitative research proficiencies and gain practical experience in application. Students are also provided with the opportunity to develop specialized knowledge and skills within each of the common qualitative traditions for designing qualitative research at the doctoral level. Students explore more complex qualitative research designs and analyses; multiple approaches to coding and organizing data; core components of a qualitative write-up; the importance of quality assurance; and the ethical considerations and social change implications of conducting qualitative research and producing knowledge. They apply their knowledge and skills by developing a qualitative research plan.

Prerequisites
- RSCH 8300P

**RSCH 8350P - Advanced Qualitative Reasoning and Analysis**

(4 cr.)
Students in this research course builds upon knowledge and skills acquired in RSCH 8300P - Qualitative Reasoning and Analysis and gain experience applying them. Students gain more specialized knowledge and skills within each of the common qualitative traditions for designing qualitative research at the doctoral level. Students explore more complex qualitative research designs and analyses; multiple approaches to coding and organizing data; core components of a qualitative write-up; the importance of quality assurance; and the ethical considerations and social change implications of conducting qualitative research and producing knowledge. Students will apply and synthesize their knowledge and skills by developing a qualitative research plan.

Prerequisites
- RSCH 8300P

**RSCH 8350X - Advanced Qualitative Reasoning and Analysis**

(4 cr.)
Students in this research course build upon knowledge and skills acquired in RSCH 8300X - Qualitative Reasoning and Analysis and gain experience applying them. Students gain more specialized knowledge and skills within each of the common qualitative traditions for designing qualitative research at the doctoral level. Students explore more
complex qualitative research designs and analyses; multiple approaches to coding and organizing data; core components of a qualitative write-up; the importance of quality assurance; and the ethical considerations and social change implications of conducting qualitative research and producing knowledge. Students will apply and synthesize their knowledge and skills by developing a qualitative research plan.

Prerequisites
- RSCH 8200X or SBSF 7100

RSCH 8350Y - Advanced Qualitative Reasoning and Analysis

(4 cr.)
Students in this research course build upon knowledge and skills acquired in RSCH 8300Y - Qualitative Reasoning and Analysis and gain experience applying them. Students gain more specialized knowledge and skills within each of the common qualitative traditions for designing qualitative research at the doctoral level. Students explore more complex qualitative research designs and analyses; multiple approaches to coding and organizing data; core components of a qualitative write-up; the importance of quality assurance; and the ethical considerations and social change implications of conducting qualitative research and producing knowledge. Students will apply and synthesize their knowledge and skills by developing a qualitative research plan.

Prerequisites
- RSCH 8300Y

RSCH 8350Z - Advanced Qualitative Reasoning and Analysis

(4 cr.)
Students in this research course build upon knowledge and skills acquired in RSCH 8300Z - Qualitative Reasoning and Analysis and gain experience applying them. Students gain more specialized knowledge and skills within each of the common qualitative traditions for designing qualitative research at the doctoral level. Students explore more complex qualitative research designs and analyses; multiple approaches to coding and organizing data; core components of a qualitative write-up; the importance of quality assurance; and the ethical considerations and social change implications of conducting qualitative research and producing knowledge. Students will apply and synthesize their knowledge and skills by developing a qualitative research plan.

Prerequisites
- RSCH 8200Z or AMDS 8437
- RSCH 8300Z or AMDS 8427
- Residency 3

RSCH 8351M - Advanced Qualitative Reasoning and Analysis
Students in this research course builds upon knowledge and skills acquired in RSCH 8300Z - Qualitative Reasoning and Analysis and gain experience applying them. Students acquire more specialized knowledge and skills within each of the common qualitative traditions for designing qualitative research at the doctoral level. Students explore more complex qualitative research designs and analyses; multiple approaches to coding and organizing data; core components of a qualitative write up; the importance of quality assurance; and the ethical considerations and social change implications of conducting qualitative research and producing knowledge. Students will apply and synthesize their knowledge and skills by developing a qualitative research plan.

**Prerequisites**
- RSCH 8201M
- RSCH 8301M
- RESI 8401
- RESI 8402 or RESI 8402D or RESI 8402E

**RSCH 8351Z - Advanced Qualitative Reasoning and Analysis**

(4 cr.)
Students in this research course build upon knowledge and skills acquired in RSCH 8300Z - Qualitative Reasoning and Analysis and gain experience applying them. Students acquire more specialized knowledge and skills within each of the common qualitative traditions for designing qualitative research at the doctoral level. Students explore more complex qualitative research designs and analyses; multiple approaches to coding and organizing data; core components of a qualitative write up; the importance of quality assurance; and the ethical considerations and social change implications of conducting qualitative research and producing knowledge. Students will apply and synthesize their knowledge and skills by developing a qualitative research plan.

**Prerequisites**
- RSCH 8200Z or AMDS 8437
- RSCH 8300Z or AMDS 8427
- Residency 3
- RESI 8401
- RESI 8402 or RESI 8402D or RESI 8402E

**RSCH 8360 - Advanced Qualitative Reasoning and Analysis**

(5 cr.)
Students build upon the knowledge and skills acquired in RSCH 8310 - Qualitative Reasoning and Analysis. and have experience applying them. Students develop a more sophisticated understanding of the theoretical antecedents and practical applications of eight contemporary qualitative approaches. Students gain experience developing
qualitative interview guides, collecting data, and managing the process from transcription through analysis. The unique challenges of confidentiality and ethical issues are explored as well as implications for social change. Students will apply and synthesize their knowledge and skills by developing a qualitative research plan using a topic relevant to their capstone.

**Prerequisites**

- RSCH 8360 prerequisites by program

**Note:** This course was previously RSCH 8350.

**RSCH 8360O - Advanced Qualitative Reasoning and Analysis**

(5 cr.)

Students in this research course build upon knowledge and skills acquired in RSCH 8300 - Qualitative Reasoning and Analysis and gain experience applying them. Students acquire more specialized knowledge and skills within each of the common qualitative traditions for designing qualitative research at the doctoral level. Students explore more complex qualitative research designs and analyses; multiple approaches to coding and organizing data; core components of a qualitative write-up; the importance of quality assurance; and the ethical considerations and social change implications of conducting qualitative research and producing knowledge. Students will apply and synthesize their knowledge and skills by developing a qualitative research plan.

**Prerequisites**

- RSCH 8300O

**RSCH 8361 - Advanced Qualitative Reasoning and Analysis**

(5 cr.)

Students in this research course build upon knowledge and skills acquired in RSCH 8350 - Qualitative Reasoning and Analysis and are provided experience applying them. Through this course students are provided with more specialized knowledge and skills within each of the common qualitative traditions for designing qualitative research at the doctoral level. Students explore more complex qualitative research designs and analyses; multiple approaches to coding and organizing data; core components of a qualitative write-up; the importance of quality assurance; and the ethical considerations and social change implications of conducting qualitative research and producing knowledge. Students will apply and synthesize their knowledge and skills by developing a qualitative research plan.

**Prerequisites**

- RSCH 8360
- RESI 8402
- RESI 8802
RSCH 8450 - Advanced Mixed-Methods Reasoning and Analysis

(4 cr.)
Students in this research course build upon their established qualitative and quantitative research proficiencies. They are also provided with the opportunity to develop specialized knowledge and skills for designing mixed-methods research at the doctoral level. Students gain an understanding of the types of mixed-methods designs and how to select the most appropriate approach for the research question. They engage in assignments that emphasize the integration of quantitative and qualitative elements into true mixed-methods studies, focusing on reliability and validity in mixed-methods approaches. They also practice data analysis and integration of qualitative and quantitative data within a research write-up leading to proposal development. Students apply their knowledge and skills by developing a mixed-methods research plan that appropriately incorporates qualitative and quantitative elements.
Prerequisites
  • RSCH 8200P
  • RSCH 8300P

RSCH 8450I - Advanced Mixed-Methods Reasoning and Analysis

(4 cr.)
Students in this research course build upon their established qualitative and quantitative research proficiencies. Students are also provided with the opportunity to develop specialized knowledge and skills for designing mixed-methods research at the doctoral level. Students gain an understanding of the types of mixed-methods designs and how to select the most appropriate approach for the research question. Students engage in assignments that emphasize the integration of quantitative and qualitative elements into true mixed-methods studies, focusing on reliability and validity in mixed-methods approaches. They also practice data analysis and integration of qualitative and quantitative data within a research write-up leading to proposal development. Students apply their knowledge and skills by developing a mixed-methods research plan that appropriately incorporates qualitative and quantitative elements.
Prerequisites
  • RSCH 8200P
  • RSCH 8300P

RSCH 8450P - Advanced Mixed-Methods Reasoning and Analysis

(4 cr.)
Students taking this research course build upon knowledge and skills acquired in RSCH 8200P - Quantitative Reasoning and Analysis and RSCH 8300 - Qualitative Reasoning and Analysis. Students acquire more specialized knowledge and skills for designing
mixed-methods research at the doctoral level. Students gain an understanding of the types of mixed-methods designs and how to select the most appropriate approach for the research question. Students emphasize integrating quantitative and qualitative elements into true mixed-methods studies, practicing data analysis, and integrating qualitative and quantitative data within a research write-up. Reliability and validity in mixed-methods approaches will be highlighted. Students will apply and synthesize their knowledge and skills by developing a truly mixed-methods research plan that appropriately incorporates qualitative and quantitative elements.

Prerequisites
- RSCH 8200P
- RSCH 8300P

RSCH 8450Z - Advanced Mixed-Methods Reasoning and Analysis

(4 cr.)
Students taking this research course build upon knowledge and skills acquired in RSCH 8200 - Quantitative Reasoning and Analysis and RSCH 8300 - Qualitative Reasoning and Analysis. Students acquire more specialized knowledge and skills for designing mixed-methods research at the doctoral level. Students gain an understanding of the types of mixed-methods designs and how to select the most appropriate approach for the research question. Students emphasize integrating quantitative and qualitative elements into true mixed-methods studies, practicing data analysis, and integrating qualitative and quantitative data within a research write-up. Reliability and validity in mixed-methods approaches will be highlighted. Students will apply and synthesize their knowledge and skills by developing a truly mixed-methods research plan that appropriately incorporates qualitative and quantitative elements.

Prerequisites
- RSCH 8200Z or AMDS 8437
- RSCH 8300Z or AMDS 8427
- Residency 3

RSCH 8451M - Advanced Mixed-Methods Reasoning and Analysis

(4 cr.)
Students taking this research course build upon knowledge and skills acquired in RSCH 8200 - Quantitative Reasoning and Analysis and RSCH 8300 - Qualitative Reasoning and Analysis. Students acquire more specialized knowledge and skills for designing mixed-methods research at the doctoral level. Students gain an understanding of the types of mixed-methods designs and how to select the most appropriate approach for the research question. Students emphasize integrating quantitative and qualitative elements into true mixed-methods studies, practicing data analysis, and integrating qualitative and quantitative data within a research write-up. Reliability and validity in mixed-methods
approaches will be highlighted. Students will apply and synthesize their knowledge and skills by developing a true mixed-methods research plan that appropriately incorporates qualitative and quantitative elements.

Prerequisites
- RSCH 8201M
- RSCH 8301M
- RESI 8401
- RESI 8402 or RESI 8402D or RESI 8402E

RSCH 8451Z - Advanced Mixed-Methods Reasoning and Analysis

(4 cr.)
Students taking this research course build upon knowledge and skills acquired in RSCH 8200 - Quantitative Reasoning and Analysis and RSCH 8300 - Qualitative Reasoning and Analysis. Students acquire more specialized knowledge and skills for designing mixed-methods research at the doctoral level. Students gain an understanding of the types of mixed-methods designs and how to select the most appropriate approach for the research question. Students emphasize integrating quantitative and qualitative elements into true mixed-methods studies, practicing data analysis, and integrating qualitative and quantitative data within a research write-up. Reliability and validity in mixed-methods approaches will be highlighted. Students will apply and synthesize their knowledge and skills by developing a true mixed-methods research plan that appropriately incorporates qualitative and quantitative elements.

Prerequisites
- RSCH 8200Z or AMDS 8437
- RSCH 8300Z or AMDS 8427
- Residency 3
- RESI 8401
- RESI 8402 or RESI 8402D or RESI 8402E

RSCH 8460 - Advanced Mixed-Methods Reasoning and Analysis

(5 cr.)
Students build upon knowledge and skills acquired in RSCH 8210 - Quantitative Reasoning and Analysis and RSCH 8310 - Qualitative Reasoning and Analysis for more specialized knowledge and skills to design mixed-methods research at the doctoral level. Students are provided with more specialized knowledge and skills for designing mixed-methods research at the doctoral level. They gain an understanding of the types of mixed-methods designs and how to select the most appropriate approach for the research question(s). The emphases of this course are on integrating quantitative and qualitative elements into true mixed-methods studies, practice in data analysis, and integration of qualitative and quantitative data within a research write-up. Students will
apply and synthesize their knowledge and skills by developing a mixed-methods research plan that incorporates qualitative and quantitative elements appropriately.

Prerequisites
- RSCH 8460 prerequisites by program

Note: This course was previously RSCH 8450.

RSCH 8460O - Advanced Mixed-Methods Reasoning and Analysis

(5 cr.)
Students in this research course build upon their established qualitative and quantitative research proficiencies. They are also provided with the opportunity to develop specialized knowledge and skills for designing mixed-methods research at the doctoral level. Students gain an understanding of the types of mixed-methods designs and how to select the most appropriate approach for the research question. They engage in assignments that emphasize the integration of quantitative and qualitative elements into true mixed-methods studies, focusing on reliability and validity in mixed-methods approaches. They also practice data analysis and integration of qualitative and quantitative data within a research write-up leading to proposal development. Students apply their knowledge and skills by developing a mixed-methods research plan that appropriately incorporates qualitative and quantitative elements.

Prerequisites
- RSCH 8200O
- RSCH 8300O

RSCH 8461 - Advanced Mixed-Methods Reasoning and Analysis

(5 cr.)
Students in this research course build upon knowledge and skills acquired in RSCH 8260 - Quantitative Reasoning and Analysis and RSCH 8360 - Qualitative Reasoning and Analysis. Through this course, students are provided with more specialized knowledge and skills for designing mixed-methods research at the doctoral level. Students gain an understanding of the types of mixed-methods designs and how to select the most appropriate approach for the research question. In this course, students emphasize integrating quantitative and qualitative elements into true mixed-methods studies; practice in data analysis; and integration of qualitative and quantitative data within a research write-up. Reliability and validity in mixed-methods approaches will be highlighted. Students will apply and synthesize their knowledge and skills by developing a truly mixed-methods research plan that appropriately incorporates qualitative and quantitative elements.

Prerequisites
- RSCH 8260
- RSCH 8360
RESI 8402
RESI 8802

SBSF 7100 - Research Forum

(6 cr.)
The purpose of this dissertation companion course is to assist education professionals in making steady progress toward completing their degree. The companion provides a forum for ongoing exchange of ideas, input, and feedback between education professionals and the dissertation chair as education professionals complete coursework for their PhD in Education and prepare to begin their dissertation. The instructor of record for a section of the companion is the chair of the dissertation committee. Section participants are education professionals working with the faculty mentor at the early stages of their dissertation.

SBSF 8110 - Theories of Social Change

(4 cr.)
There is no specific course description in this course for doctoral students due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

SBSF 8111 - Theories of Social Change (Operations Research)

(4 cr.)
There is no specific course description for this course for doctoral students due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

SBSF 8120 - Current Research in Social Change

(4 cr.)
There is no specific course description for this course for doctoral students due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program.
program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**SBSF 8125 - Current Research in Social Change and Educational Technology**

(5 cr.)
There is no specific course description for this course for doctoral students due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**SBSF 8130 - Professional Practice and Social Change**

(4 cr.)
There is no specific course description for this course for doctoral students due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**SBSF 8135 - Professional Practice, Social Change, and Education Technology**

(4 cr.)
There is no specific course description for this course for doctoral students due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**SBSF 8210 - Theories of Human Development**

(4 cr.)
There is no specific course description for this course for doctoral students due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized
program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**SBSF 8220 - Current Research in Human Development**

(4 cr.)
There is no specific course description for this course for doctoral students due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**SBSF 8225 - Current Research in Human Development and Educational Technology**

(4 cr.)
There is no specific course description for this course for doctoral students due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**SBSF 8230 - Professional Practice and Human Development**

(4 cr.)
There is no specific course description for this course for doctoral students due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**SBSF 8235 - Professional Practice, Human Development, and Educational Technology**

(4 cr.)
There is no specific course description for this course for doctoral students due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows
students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**SBSF 8310 - Theories of Organizational and Social Systems**

(4 cr.)
There are no specific course descriptions for this course for doctoral students due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**SBSF 8320 - Current Research in Organizational and Social Systems**

(4 cr.)
There is no specific course description for this course for doctoral students due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**SBSF 8325 - Current Research in Social Systems and Educational Technology**

(5 cr.)
There is no specific course description for this course for doctoral students due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**SBSF 8330 - Professional Practice and Organizational and Social Systems**

(4 cr.)
There is no specific course description for this course for doctoral students due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows
students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**SBSF 8335 - Professional Practice, Social Systems, and Educational Technology**

(4 cr.)
There is no specific course description for this course for doctoral students due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**SCIE 6660 - The Nature of Science**

(3 sem. cr.)
Education professionals can investigate the nature and history of science and the role science plays in 21st-century life. They can discover unifying themes across all areas of science such as scientific inquiry, systems and energy, models and scale, constancy and change, ecology and the environment, and form and function. Education professionals can explore environmental science and apply the scientific tools of inquiry, discovery, hypothesis, and theory to facilitate their own learning in science and to foster engaging and motivating scientific learning in their students.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**SCIE 6661 - Exploring the Physical World**

(3 sem. cr.)
Education professionals can examine various physical phenomena (e.g., light, sound, heat, magnetism, and motion) in this course. They engage in authentic, active learning experiences that advance their knowledge about these phenomena and model creative teaching approaches that can be used to engage their students in powerful learning about the physical sciences. The practical application of theories and concepts will be emphasized.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**SCIE 6662 - Investigating the Living World**

*Walden University Catalog (March 2022)*
Education professionals take a journey of discovery and explore the components of the living world, including plants, animals, fungi, and other organisms as well as their ecology in this course. They can learn about the controversy that persists in the scientific community about what makes an organism alive and discover how organisms interact with each other and their environments. Education professionals use inquiry methods to develop learning experiences to engage their own students in exploring these ideas in the classroom.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**SCIE 6663 - Exploring the Earth and Beyond**

Education professionals can investigate timeless questions about how the Earth fits into time and space. Explorations will span from ocean depths to the breadth of the universe in this course. They examine earthly and other-world phenomena, such as weather, climate, volcanoes, earthquakes, planetary systems, and supernovae, and explore the similarities and differences between this world and other worlds. Transferring this scientific knowledge to classroom instruction will be emphasized.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**SCIE 6664 - Looking Into the Future of Science and Education**

Education professionals take a future-focused view of science while developing their skills in science education during this course. Trends, issues, challenges, and opportunities related to science and its role in schools, society, and the workplace will be explored. Topics include genetic engineering, biotechnologies, environmental issues such as climate change and global warming, and the call for education in STEM (science, technology, engineering, and mathematics). Education professionals engage in professional discourse to grapple with uncertainties and learn how scientific principles can be used to advocate for authentic social change.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**SCLB 0651 - Skills Lab I**

The Social Work Skills Lab is a 1-credit, 6-week hybrid class that includes 3 weeks of online content, followed by a 4-day synchronous residential component, and then closes with 2 weeks of online content. Students in the Social Work Skills Lab I reinforce the
content covered in the Second Year MSW courses with an emphasis on clinical skills development and advanced topics in diversity and inclusion, evidence-based practice, ethics, and development of the professional self. Material covered includes practice labs focused on clinically informed individual engagement and assessment, group development and leadership, and an understanding of how to advocate within organizations and communities. A key component of the skills lab is to prepare and assess students for their readiness to enter the field.

Prerequisites
- SOCW 6002
- Advanced Standing students do not attend Skills Lab I.

SCLB 0652 - Skills Lab II

(1 cr.)
The Social Work Skills Lab II is a 1-credit, 6-week hybrid class that includes 3 weeks of online content, followed by a 4-day synchronous residential component, and then closes with 2 weeks of online content. Students in the Social Work Skills Lab II reinforce the content covered in the Second Year MSW courses with an emphasis on clinical skills development and advanced topics in diversity and inclusion, evidence-based practice, ethics, and development of the professional self. Material covered includes practice labs focused on clinically informed individual engagement and assessment, group development and leadership, and an understanding of how to advocate within organizations and communities. A key component of the skills lab is to prepare and assess students for their readiness to enter the field.

Prerequisites
- SOCW 6002
- SOCW 6510

OR
- Advanced Standing

SCLB 0652A - Social Work Skills Lab IIA – Advanced Standing

(1 cr.)
The Social Work Skills Lab II and IIA is a 1-credit 6-week hybrid class that includes 3 weeks of online content, followed by a 4-day synchronous residential component and then closes with 2 weeks of online content. The Social Work Skills Lab II/IIA serves to reinforce the content covered in the Second Year MSW courses with an emphasis on clinical skills development, and advanced topics in diversity and inclusion, evidence-based practice, ethics, and development of the professional self. Material covered includes practice labs focused on clinically informed individual engagement and assessment, group development and leadership, and an understanding of how to advocate within
organizations and communities. A key component of the skills lab is to prepare and assess students for their readiness to enter field.

**SCNC 4001 - Analyzing Contemporary Scientific Controversies**

(5 cr.)
In this course, students critically examine controversies in science. They explore topics including pseudoscience, human cloning, stem cell research, genetically modified foods, and climate change. Students learn to articulate sound arguments for the validity of scientific claims as well as demonstrate an understanding of the reasons why popular beliefs in unsubstantiated claims persist.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**SCNC 4001C - Analyzing Contemporary Scientific Controversies**

(5 cr.)
In this course, students critically examine controversies in science. They explore topics including pseudoscience, human cloning, stem cell research, genetically modified foods, and climate change. Students learn to articulate sound arguments for the validity of scientific claims as well as demonstrate an understanding of the reasons why popular beliefs in unsubstantiated claims persist.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**SENG 6005 - The Global Technology Environment**

(3 sem. cr.)
Students in this course are provided a critical "state-of-the-art" breadth-first review of the domain of information technology (IT). Designed to provide students with a wide-ranging introduction to topics such as software engineering, cybersecurity, and big data analytics, students completing the course have a comprehensive global view of the current IT landscape in the context of both commercial and noncommercial enterprises. The class blends both theory and practice to provide a solid foundation for future study. Students study the relationship between technological change, society and the law, and the powerful role that computers and computer professionals play in a technological society.

**SENG 6155 - Software Engineering and System Architecture**

(3 sem. cr.)
Students in this course are provided with systematic knowledge concerning the current techniques, technologies, and tools of software engineering. Emphasis is on the problem-solving elements of software engineering and on the software system architectures that
result. Project management and configuration management issues are also discussed. The course affords students the ability to practice many of the software engineering techniques considered, using state-of-the-art tools, either individually or in groups.

SENG 6175 - Software Testing and Quality Assurance

(3 sem. cr.)
Students in this course are provided a general overview of software engineering in the context of testing and quality assurance, both of which are important facets of modern software engineering that have technical, financial, and ethical implications for organizations. Students explore focused topics, such as testing methods; developing tests at the unit, integration, and systems level; techniques for stress testing; complexity and test metrics; quality management standards; and configuration management. Students have the opportunity to develop a critical awareness and comprehensive understanding of software testing and quality assurance, and the capability to create successful testing and quality assurance processes to support the needs of modern software engineering projects.

SENG 6190 - Foundations of Intelligent Systems

(3 sem. cr.)
Students in this course are introduced to the concepts of artificial intelligence and emergent areas of intelligent systems. Students have the opportunity to gain a critical understanding of knowledge representation, reasoning, machine learning, and evolutionary techniques. Students are presented with real-world problems and have the opportunity to apply "intelligent" techniques to provide solutions to these problems.

SENG 6215 - Security Risk Management

(3 sem. cr.)
Threats to information security (IS) are becoming more sophisticated. Laws and regulations impose strict (cyber) security risk management requirements on all enterprises to prevent, or at least limit, the potential of cyberattacks. Course content is directed at providing a deep understanding of the mechanisms and techniques that can be used to identify and mitigate against security risk. Students in this course are provided with the theoretical and practical knowledge to deliver a formal, systematic, and in-depth approach to the application of the concepts, techniques, methods, approaches, and processes of (cyber) security risk management in a pragmatic manner and in the context of enterprises of all kinds.

SENG 6240 - Advanced Database Systems

(3 sem. cr.)
In order to create a competitive advantage, organizations store and analyze information
in a variety of formats. This course covers key areas of database systems, such as requirements, design, implementation, security, performance, and scalability. Through a hands-on approach and practical projects, students have an opportunity to design and build database systems using the latest database technologies.

**SENG 6250 - Requirements and Quality Engineering**

(3 sem. cr.)
In this course students examine requirements of engineering and quality engineering in the context of software engineering. Students are presented with topics on the system engineering life cycle, including requirements, design, integration, transition, operation, maintenance, support, and quality management standards. Course content focuses on issues of requirements and quality engineering, such as the elicitation of requirements, analysis, specification, validation, and change management.

**SENG 6260 - Software Modeling and Design**

(3 sem. cr.)
In this course students explore a range of modeling techniques and design tools used within the context of software development projects, such as object-oriented design tools and techniques. A number of standard notations for design representation will be included, as will different software development methodologies and life cycles in the context of the various design techniques that cover the development process, from feasibility studies to software implementation. Students work both individually and in groups and are provided opportunities to apply the knowledge gained in the course to real-world software design scenarios. Throughout the course, students have the opportunity to acquire a range of software modeling and design skills ready for application in the workplace.

**SENG 6630 - Algorithms and Computation**

(3 sem. cr.)
In this course students examine the role and importance of algorithms, algorithms used to solve a given computational problem, and the process of designing algorithms where no suitable existing algorithm is available. Students have the opportunity to analyze algorithm behavior, and correctness and complexity based on both time and memory requirements. Students have the opportunity to gain an in-depth knowledge of a range of algorithms that are in common usage and/or are of historical significance within the IT industry, including sorting algorithms, searching algorithms, graph algorithms, and pathfinding algorithms.

**SENG 6635 - Secure Coding**
In this course students are provided with an understanding of secure software development practices. Students have the opportunity to gain an understanding of how to integrate security into the application/software development process. Students also have the opportunity to study some of the techniques for writing secure code, language-based security models, and isolation techniques to protect data.

**SHMN 3001 - Modern Popular Culture**

(5 cr.)
The study of popular culture is a way to understand the current values, beliefs, and cultural norms of modern society. In this course, students analyze the artistic and philosophical impact of contemporary media and popular culture. They explore graphic novels, film, advertising, television, cyber culture, and popular music. Demonstrating their understanding of course concepts in a final written project, students compare and contrast how different genres within a media type address specific issues. Students learn to analyze the ways in which social, political, and economic issues are evident in artistic and creative forms of expression in popular culture.

**SLDR 1001 - Leverage Your Leadership Skills**

(5 cr.)
Understanding one’s own personal leadership strengths helps them to have a greater impact. Personal goals, values, and purpose are the foundation of effective personal leadership. In this course, students explore the personal leadership in their everyday lives. Completing self-assessment tools, they can gain insights into their leadership strengths and areas for improvement. Understanding the impact of emotional and social intelligence can add to their personal and professional leadership skills. Students also consider broader societal issues found in the workplace, including the relationship between personal and organizational leadership.

(Pre-requisites: SSOC 1001)

**SOCI 1001 - Introduction to Sociology**

(5 cr.)
Students in this course have the opportunity to think critically about society and their own lives from a wide range of classical and contemporary perspectives. They explore and apply major theoretical perspectives to evaluate chosen social issues, consider the concept of self in relation to global perspectives, and examine the influence of social norms and social institutions on individual and group behavior. Through their study of sociology, students sharpen their critical-thinking skills and develop a sociological imagination, which they can use throughout their personal and professional lives to understand the complex nature of social structure and social change.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a*
SOCI 1001A - Introduction to Sociology

(5 cr.)
Students in this course have the opportunity to think critically about society and their own lives from a wide range of classical and contemporary perspectives. They explore and apply major theoretical perspectives to evaluate chosen social issues, consider the concept of self in relation to global perspectives, and examine the influence of social norms and social institutions on individual and group behavior. Through their study of sociology, students sharpen their critical-thinking skills and develop a sociological imagination, which they can use throughout their personal and professional lives to understand the complex nature of social structure and social change.

Prerequisites
• MATH 1030A

SOCI 1001C - Introduction to Sociology♦

(5 cr.)
Students have the opportunity, in this course, to think critically about society and their own lives from a wide range of classical and contemporary perspectives. Students engage in assignments that balance theory with current research findings and emphasize social policy. They explore and apply major theoretical perspectives to evaluate chosen topics, analyze culture and society through the exploration of holidays and celebrations, consider the idea of self in relation to global perspectives, and compare and contrast social institutions. Through their study of sociology, students sharpen their critical-thinking skills and develop a sociological imagination, which they can use throughout their personal and professional lives to understand social structure and behavior.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

SOCI 1001S - Introduction to Sociology♦

(5 cr.)
Students have the opportunity, in this course, to think critically about society and their own lives from a wide range of classical and contemporary perspectives. Students engage in assignments that balance theory with current research findings and emphasize social policy. They explore and apply major theoretical perspectives to evaluate chosen topics, analyze culture and society through the exploration of holidays and celebrations, consider the idea of self in relation to global perspectives, and compare and contrast social institutions. Through their study of sociology, students sharpen their critical-thinking skills and develop a sociological imagination, which they can use throughout
their personal and professional lives to understand social structure and behavior.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**SOCI 2001 - Multicultural Dimensions of Society**

(5 cr.)
As globalism increasingly affects all facets of society, including school, work, and situations in everyday life, our country is growing ever more diverse. In this course, students gain a framework to understand, respect, and value diversity through real-life experiences and reflections. Students explore concepts of teamwork, leadership, communication, and conflict management among people with diverse life experiences. They complete a range of short writing assignments on such topics as prejudice, cultural bias, and discrimination; religious freedom; and diversity. Through this course, students gain the knowledge and sensibilities to develop appropriate, flexible approaches for identifying and managing diversity issues in the workplace.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**SOCI 2001C - Multicultural Dimensions of Society**

(5 cr.)
As globalism increasingly affects all facets of society, including school, work, and situations in everyday life, our country is growing increasingly diverse. In this course, students acquire a framework to understand, respect, and value diversity through real-life experiences and reflections. Students explore concepts of teamwork, leadership, communication, and conflict management among people with diverse life experiences. They complete a range of short writing assignments on topics such as prejudice, cultural bias, and discrimination; religious freedom; and diversity. Through this course, students gain the knowledge and sensibilities to develop appropriate, flexible approaches for identifying and managing diversity issues in the workplace.

**SOCI 4080 - Social Responsibility**

(5 cr.)
Technological advancements, globalization, and other 21st-century dynamics that bring individuals together provide a means and a responsibility to work collectively for the common good. In this course, students gain an interdisciplinary synthesis of learning through the lens of civic engagement and social responsibility. Students engage in assignments that emphasize problem solving in contemporary society. They explore the history of social responsibility and issues related to social change, civic engagement, and the media. In this course, students develop awareness and skills to sustain and advance the communities in which they live.

Prerequisites
All other required general education courses completed

Note: This course is delivered over a 6-week term but is equated to SOCI 4080E, which is delivered over a 12-week term.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

SOCI 4080C - Social Responsibility

(5 cr.)
Technological advancements, globalization, and other 21st-century dynamics that bring individuals together provide a means and a responsibility to work collectively for the common good. Students in this course receive an interdisciplinary synthesis of learning through the lens of civic engagement and social responsibility. Students engage in assignments that emphasize problem solving in contemporary society. They explore the history of social responsibility and issues related to social change, civic engagement, and the media. Students develop awareness and skills to sustain and advance the communities in which they live.

SOCW 2001 - Introduction to Social Work

(5 cr.)
This course is designed to introduce students to the social work profession. Students in the course explore the history of the profession, the characteristics of generalist practice, social work practice settings, and professional values and ethics. Students also develop knowledge of current issues and directions for the profession, and the requirements and challenges of being a professional social worker.

SOCW 2002 - Basic Skills for Social Work Practice

(5 cr.)
This course is designed to develop the basic practice skills necessary for BSW students to begin professional social work practice. Students in the course receive an overview of the knowledge, skills, values, and ethics that a generalist social worker must possess to work effectively with a client. Concepts underlying social work practice, such as the helping process—intake and assessment; basic interviewing skills for the beginning social work professional; engagement; and best practices—are addressed. The practice content to be explored includes understanding self-awareness and confidentiality. While the major emphasis of the course is on basic interviewing skills, a strengths perspective within a systems framework is incorporated in the course.

Prerequisites
- SOCW 2001
SOCW 2003 - Introduction to the Welfare State

(5 cr.)
This course is designed to provide students with the knowledge to analyze, formulate, and advocate for social policies that advance individual and social well-being. Students explore various methods of policy analysis and develop advocacy plans that involve collaboration with colleagues and communities to address policy issues. There is a special emphasis on policies that impact human rights and advance social and economic justice.
Prerequisites
- SOCW 2001

SOCW 3001 - Diversity and Multiculturalism

(5 cr.)
The purpose of this course is to introduce students to multicultural social work practice and the importance of cultural competence. During the course, students are encouraged to assess their own level of self-awareness and their ability to engage in critical thinking on the issues of diversity and social justice. Grounded within the professional Code of Ethics, students learn about concepts and theory related to social, economic, and environmental justice. In this course, students analyze and reflect on the impact of oppression and discrimination on diverse groups. They learn how to engage evidence-informed practice, as well as advocate on behalf of others, particularly vulnerable populations. Throughout the course, students learn about various cultural groups and apply their learning to a different population each week. By the end of the course, students will be prepared with the foundational knowledge and skills for social work practice with culturally diverse and vulnerable populations.
Prerequisites
- SOCW 2001
- SOCW 2002

SOCW 3002 - Human Behavior in the Social Environment I

(5 cr.)
This course is designed to provide students with an understanding of the intersection between the social environment and the healthy lifespan development of individuals, families, groups, and communities. Throughout this course, students enhance their understanding of how the environment and social context serve to mediate or intersect with the healthy development of each individual, family, group, or community. Students are introduced to the ways gender, socioeconomic status, sexual orientation, race and ethnicity, and disability impact human development. Students also explore human behavior through the lens of human development, environment, and social context.
Prerequisites
SOCW 3003 - Human Behavior in the Social Environment II

(5 cr.)
This course is designed to prepare students for clinical social work practice that reflects an advanced understanding of lifespan development and sociopsychological identity development in individuals, families, groups, and communities. Throughout this course, students will use their learning around lifespan development and sociopsychological identity development to understand human behavior and, particularly, individual and family functioning within the environmental context.
Prerequisites
- SOCW 2001
- SOCW 2002
- SOCW 2003
- SOCW 3002

SOCW 3004 - Social Work Research I

(5 cr.)
This course is designed to develop students' understanding of the importance of research to social work practice. Students are introduced to basic principles of scientific method and to various research methods within the quantitative, qualitative, and mixed-methods research. This course is designed to introduce students to ethical standards as they relate to research, particularly as it relates to social work. Students explore research that addresses diverse populations. This basic course is the first of two courses designed to prepare students to use research to inform their ethical social work practice.
Prerequisites
- SOCW 2001
- SOCW 2002
- SOCW 2003
- SOCW 3001

SOCW 4001 - Policy and Advocacy

(5 cr.)
This course is designed to provide students with the knowledge to analyze, formulate, and advocate for social policies that advance individual and social well-being. Students explore various methods of policy analysis and develop advocacy plans that involve
collaboration with colleagues and communities to address policy issues. There is a special emphasis on policies that impact human rights and advance social and economic justice. Students will develop skills in the policy analysis process, including the values that influence policy, the legislative process, and the roles of advocacy and lobbying organizations.

Prerequisites
- SOCW 2001
- SOCW 2002
- SOCW 2003
- SOCW 3001
- SOCW 3002
- SOCW 3003

**SOCW 4002 - Social Work Research II**

(5 cr.)
This course is designed to support students' development as generalist social workers. Students will identify and apply research that can be used to advance social work practice, including social welfare, advocacy, and policy. Throughout the course, students are provided with resources and activities designed to help them develop as critical consumers of research for the sake of ethical, evidenced-based social work practice. Students in this course have the opportunity to select research utilizing the various research methods and evaluate research design, research methods, and applicability of results to diverse populations.

Prerequisites
- SOCW 2001
- SOCW 2002
- SOCW 2003
- SOCW 3001
- SOCW 3004

**SOCW 4003 - Generalist Practice I—Individuals/Families**

(5 cr.)
This first practice course is designed to provide students with the knowledge and skills to utilize in their social work practice with individuals and families. The focus of this course is on preparing students to practice with clients from diverse cultural backgrounds and marginalized or oppressed populations. Students demonstrate therapeutic skills to engage individuals and families, to define and prioritize issues, to set mutually developed goals, and to commit to the change process.

Prerequisites
- SOCW 2001
• SOCW 2002
• SOCW 2003
• SOCW 3001
• SOCW 3002
• SOCW 3003

SOCW 4004 - Generalist Practice II—Groups

(5 cr.)
This practice course is designed to provide students with the knowledge and skills to apply social work services when working with groups. Students in this course will concentrate on the application of evidence-based practice theories and group work models consistent with empowerment and ecological perspectives. This course is particularly focused on groups from diverse cultural backgrounds and marginalized or oppressed populations. The focus is on the influence of social work professional values in working with families and on group work practice.

Prerequisites
• SOCW 2001
• SOCW 2002
• SOCW 2003
• SOCW 3001
• SOCW 3002
• SOCW 3003
• SOCW 4003

SOCW 4005 - Generalist Practice III—Organizations and Communities

(5 cr.)
This advanced course is designed to prepare students for their roles as supervisors, leaders, and administrators in social work organizations and communities. Students receive academic preparation focused on leadership theory and strategies for leadership development, ethical practice as supervisors, and roles of administrators in social work organizations and as community leaders. Students participate in activities that develop their skills in critical decision making to address some of the complex problems that are common to organizations and communities in social work.

Prerequisites
• SOCW 2001
• SOCW 2002
• SOCW 2003
• SOCW 3001
• SOCW 3002
• SOCW 3003
• SOCW 4003

SOCW 4100 - Field Seminar I

(10 cr.)
This is the first course in the field practicum sequence. Students are required to complete 200 hours in an approved social services agency under the supervision of a professional social worker. Students gain an introduction to the roles of a professional social worker in the practicum experience. Students have the opportunity to demonstrate skills in maintaining social work boundaries and ethics while interacting in a professional manner with clients. Students participate in weekly synchronous hour-long seminars with their instructor and peers. In the weekly seminar, students demonstrate their integration of classroom knowledge with the professional practice skills.

Prerequisites
• SOCW 2001
• SOCW 2002
• SOCW 3001
• SOCW 3002
• SOCW 3003
• SOCW 3004
• SOCW 4001
• SOCW 4002
• SOCW 4003
• SOCW 4004
• SOCW 4005

SOCW 4110 - Field Seminar II

(10 cr.)
This is the second field course in the field practicum sequence. Students are required to complete 200 hours in an approved social services agency under the supervision of a professional social worker. Students have the opportunity to develop and demonstrate skills in engaging clients, developing mutually agreed-upon goals, identifying client’s strengths and needs, completing assessments, and completing professional documentation in this practicum experience. Students also identify policies at the organizational, local, state, or national level that impact the client system. Students participate in weekly synchronous hour-long seminars with their instructor and peers. In the weekly seminar, students demonstrate their integration of classroom knowledge with the professional practice skills.

Prerequisites

(5 cr.)
This foundation course is designed to introduce students to the social work profession. Students explore the history of the profession, the characteristics of advanced generalist practice, social work practice settings, and professional values and ethics. Students develop knowledge of current issues and directions for the profession, and the requirements and challenges of being a professional social worker.


(3 cr.)
This is a foundation course designed to introduce students to the social work profession. Students explore the history of the profession, the characteristics of generalist practice, social work practice settings, and professional values and ethics. Students also develop knowledge of current issues and directions for the profession, and the requirements and challenges of being a professional social worker.

SOCW 6051 - Diversity, Human Rights, and Social Justice

(5 cr.)
This is a foundation course in which students broadly address race and ethnicity, nationality, gender and sexuality, socioeconomic status and class, spirituality and religion, ability, and age in an effort to better understand social identity. Throughout this course, students complete discussions and applied assignments to explore the role of power, privilege, oppression, and marginalization on the social development of clients. In addition, students engage in reflective journals and activities to foster self-awareness of their own role in the hierarchy of power and privilege. At the completion of this course, students will have a personalized, digital Diversity Portfolio showcasing their developing competence in providing evidence-based contextually and culturally relevant assessments and interventions for individuals, families, groups, and communities.

Prerequisites
- SOCW 6002
- SOCW 6101

SOCW 6060 - Social Work Theory and Clinical Practice

(5 cr.)
This course is designed to provide students with an overview of theories, models, and intervention methods for clinically informed advanced generalist social work practice. Students explore the theories and models for application to working with clients. The
emphasis of the course is to understand the assumptions of theories and models and how they guide social work assessment, intervention, and practice evaluation. In addition, students evaluate the strengths and limitations of the various theories, with specific consideration to compatibility of a theory with a client’s diverse background and to social work values. Students integrate multiple sources of knowledge to critically evaluate a theory or model’s applicability to social work practice.

Prerequisites

**Master of Social Work (MSW) Traditional and Traditional Fast Track Options** *(Also for Students Entering Standard and Accelerated Options Prior to May 31, 2021)*

- SOCW 6500

**Master of Social Work (MSW) Advanced Standing**

- None

**SOCW 6070 - Supervision, Leadership, and Administration in Social Work Organizations**

*(5 cr.)*

Students in this advanced course prepare for roles as supervisors, leaders, and administrators in clinical social work. Students examine leadership theory and strategies for leadership development, ethical practice as clinical supervisors, and the roles of administrators in social work organizations. Students participate in activities that develop their skills in critical decision making to address some of the complex problems that face leaders and administrators in social work. As a result of this course, students will understand the competencies of social work supervisors, leaders, and administrators and will identify a plan for their own continued development in these areas.

Prerequisites

- SOCW 6111
- SOCW 6361
- SOCW 6090
- SOCW 6215C or SOCW 6205

**SOCW 6090 - Psychopathology and Diagnosis for Social Work Practice**

*(5 cr.)*

Students in this course are prepared to identify mental disorders and to understand the necessary professional evaluations needed to formulate a DSM-5 diagnosis in a culturally sensitive and ethical manner. Students are sensitized to the risks and benefits of using diagnosis, with an emphasis on minimizing stigma. Throughout this course, students learn about the most common DSM-5 diagnoses and integrate that knowledge with the use of established diagnostic procedures. In developing a "working diagnosis," students learn to consider differential diagnosis,
individualize and capture missing dimensions of an illness (mental status, severity, cultural idioms, and other details) as well as adapting interventions to various ages, races, genders, and cultures. Students learn how to incorporate DSM-5 requirements into a holistic biopsychosocial approach that includes the use of evidence-based assessments to systematically resolve ambiguities in diagnosis and strengthen diagnostic accuracy. Students also practice communicating and coding DSM-5 diagnoses and their supporting evidence to peers. The course uses case materials for direct skill-building.

Prerequisites

- SOCW 6111

SOCW 6101 - Essential Skills for Social Work Practice

(5 cr.)
This course is designed for students to gain foundation-level social work skills on the micro, mezzo, and macro levels of social work practice. Students in the course explore how to set professional boundaries and exhibit professional demeanor conducive to social work practice. They further examine appropriate ethical conduct, client engagement, active listening, empathetic responses, and interviewing skills. Students also apply the Generalist Intervention Model in a culturally competent manner through engagement, assessment, planning, implementation, evaluation, termination, and follow-up with individuals, families, groups, organizations and communities.

SOCW 6103 - Introduction to Addictions

(5 cr.)
Students gain an overview of the addiction counseling profession in this course. They are introduced to aspects of professional functioning as an addiction counselor, including but not limited to: role setting; history, philosophy, and trends in addictions counseling; professional standards; the effects of crises and trauma-causing events on persons with addictions; self-care; and ethical and culturally sensitive practices. Students also explore competencies, credentialing, and other professional issues.
Prerequisites

- SOCW 6111

SOCW 6111 - Advanced Clinical Social Work Practice I

(5 cr.)
This is an advanced course designed to provide students with the knowledge and skills to apply clinical social work services. Students in this course focus on the application of evidence-based theories and other intervention methods with individuals and families. There is a particular focus on individuals and families from diverse cultural backgrounds and marginalized or oppressed populations in this course. Students demonstrate
therapeutic skills to engage clients, to define and prioritize issues, to set mutually
developed goals, and to commit to the change process. Students select, implement,
monitor, and evaluate interventions.

Prerequisites

Master of Social Work (MSW) Traditional and Traditional Fast Track Options

- 6510

Master of Social Work (MSW) for Students Entering Prior to May 31, 2021: Standard and Standard
Accelerated Options

- SOCW 6500
- SOCW 6510
- SOCW 6060

Master of Social Work (MSW) Advanced Standing

- SOCW 6060

SOCW 6121 - Advanced Clinical Social Work Practice II

(5 cr.)
In this advanced course, students gain knowledge and skills to apply research-based
models, theories, and intervention methods to groups and organizations. The focus of
the course is on therapeutic factors in group process and the tasks and skills of the
clinical social worker in forming, planning, facilitating, documenting, and evaluating
groups. A special emphasis is placed on cultural and gender-sensitive application of social
work group practice. There is an added emphasis on empowerment of groups,
organizations, and communities. Students explore the structure, role, goals, and impact
of organizations, including culturally sensitive management, and the impact of
organizations on social welfare and the delivery of human services. Students effectively
engage, assess, develop, implement, and evaluate research-based interventions with
groups and organizations.

Prerequisites

- SOCW 6111

SOCW 6135 - Criminal Behavior

(5 cr.)
Students in this course are provided with a foundation in historical and contemporary
biological, psychological, and sociological theories of criminal behavior. Students
consider two important questions in forensic psychology: "Who is a criminal?" and "Is
criminal behavior a mental illness?" Students explore theoretical issues that result from
attempts to explain criminal behavior in forensic populations. They examine groups of
offenders, including mentally disordered offenders, sex offenders, violent offenders, and
juvenile offenders. Students apply ethical guidelines and standards to the study and
research of criminal behavior. They also use concepts and theories to assess the behavior of criminal offenders in case-study scenarios.

Prerequisites
- SOCW 6111

SOCW 6145 - Crisis Management

(5 cr.)
By studying the fundamentals of crisis management and crisis leadership, students develop an understanding of the theories and models related to crises, disasters, and other trauma-causing events. Students also explore ethical, legal, and diversity considerations in crisis and trauma response. At the end of the course, students will understand models for training and supporting other counselors in the areas of crisis response applicable to community, national, and international crises. Furthermore, students develop a crisis management plan for their own community.

Prerequisites
- SOCW 6111

SOCW 6200 - Human Behavior and the Social Environment I

(5 cr.)
Students in this foundation course are provided with an understanding of the intersection between the social environment and the healthy lifespan development of individuals, families, groups, and communities. Throughout the course, students examine the dynamics of human behavior including biological, psychological, and social systems from birth to young adulthood. They also analyze case studies for the ways in which gender, socioeconomic status, sexual orientation, race and ethnicity, and disability impact human development. Overall, students explore human behavior through the lens of human development, the environment, and social context.

Prerequisites
- SOCW 6002
- SOCW 6101

SOCW 6202 - Treatment of Addictions

(5 cr.)
Students in this course are provided with an understanding of theories, treatments, and interventions for addiction. The focus of the course is to introduce various models of treatment, recovery, relapse prevention, and continuing care for addictive disorders. In addition, students understand the treatment principles and philosophies of addiction-related programs. Students increase their self-awareness as helping professionals by understanding their own limitations, recognizing when they need additional resources.
and support, and knowing when and where to refer clients. In addition, students examine substance abuse policies and regulatory processes that influence service delivery in addiction counseling.

Prerequisites
- SOCW 6111

SOCW 6204 - Medical Social Work I

(5 cr.)
This course is designed to provide students with an advanced understanding of the roles and competencies of social workers in medical settings. Students' knowledge of medical terminology, crisis intervention, medical aftercare and discharge planning, mental health evaluations and chemical dependency evaluations, community resources, and medical treatment teams is enhanced. At the end of this course, students will also understand ethical practice with regard to medical social work.

Prerequisites
- SOCW 6111

SOCW 6205 - Medical Social Work II

(5 cr.)
In this course, students are provided with knowledge and skills for supporting vulnerable populations, including individuals and families dealing with acute, chronic, and terminal illness, disability, or the challenges of aging. Students extend their knowledge of support and resources for those dealing with organ transplants; psychosocial aspects of illness and health, grief and loss, and end-of-life decision making. Students enhance their knowledge of ethical group and individual interventions for these vulnerable populations.

Prerequisites
- SOCW 6204
- SOCW 6111

SOCW 6206 - Interdisciplinary Healthcare Practice

(5 cr.)
Interdisciplinary teams in healthcare are positioned to address not only the physical health of patients but also mental health and social service needs, drawing on the expertise of a social worker. This course is designed to provide students with an advanced understanding of the roles, competencies, and applied skills of social workers within such teams. Specifically, students explore how common goals in patient treatment can affirm the strengths of social work interventions. They build skills in assessment, intervention planning, communication, conflict management, and cultural competence while engaging with a variety of patient care issues as part of an
interdisciplinary healthcare team. By the end of the course, students will have increased awareness of the complexities of healthcare settings as well as the nuanced and important role of social workers within teams.

Prerequisites
- SOCW 6111

SOCW 6210 - Human Behavior and the Social Environment II

(5 cr.)
This advanced course is designed to prepare students for clinical social work practice that reflects an advanced understanding of life-span development and socio-psychological identity development with individuals from young adulthood through later adulthood, their families, within groups, and communities. Throughout this course, students will use their learning around life-span development and socio-psychological identity development to understand human behavior and, particularly, individual and family functioning within the environmental context. With an emphasis on ethical practice in social work, this course gives students the opportunity to use this information to inform their assessments, evaluations, interventions, and advocacy for their clients.

Prerequisites
- SOCW 6200

SOCW 6212 - Social Work Practice With Military Populations

(5 cr.)
This is an advanced practice course designed to provide students with the knowledge and skills to apply clinical social work services when working with military members, military families, and veterans. Students in this course will concentrate on the application of evidence-based practice theories and group work models consistent with empowerment and ecological perspectives. The particular focus of this course is on military groups from diverse cultural backgrounds. Students will demonstrate clinical practice skills in the assessment, intervention, and evaluation of military systems and groups. Students in this course will focus on the influence of social work professional values in practice in working with military members, their families, and veterans. Students will learn to use the problem-solving process to develop mutually agreed goals and objectives, mediate, and facilitate the treatment process.

Prerequisites
- SOCW 6111

SOCW 6214 - Social Work Practice with Medical Populations

(5 cr.)
This is an advanced practice course designed to provide students with the knowledge
and skills to apply clinical social work services with medical populations. Students in this course will concentrate on the application of evidence-based practice theories and group work models consistent with empowerment and ecological perspectives. A particular focus of this course is on client populations facing medical/healthcare issues. Students will demonstrate clinical practice skills in the assessment, intervention, and evaluation with clients from diverse cultural backgrounds. Students in this course will examine the influence of professional social work values in healthcare settings. They will learn to use the problem-solving process to develop mutually agreed goals and objectives, mediate, and facilitate the treatment process.

**SOCW 6215 - Advanced Social Work Practice With Children and Family Services**

(5 cr.)
This is an advanced practice course designed to provide students with opportunities to examine social work practice with diverse child and family systems, using an ecological-developmental framework. Through case studies, videos, and interactive media, students learn to apply social work skills of collaboration, assessment, child and family therapy, and multilevel interventions designed to build on strengths that exist within individuals and in the social contexts (e.g., family, school, work, neighborhoods, and communities) where children and families live. Students learn how to foster child and family success in their social environments, especially those challenged by stress, poverty, violence, disorganization, and/or oppression. Additionally, students critically evaluate legal and ethical issues related to working in this specialization.

**Prerequisites**
- SOCW 6111

**SOCW 6301 - Social Work Practice Research I**

(5 cr.)
This foundation course is designed to develop students' understanding of the importance of research to social work practice. Students are introduced to basic principles of scientific method including quantitative, qualitative, and mixed methods research. While exploring the research process, they analyze associated ethical and cultural considerations, evaluate existing literature, and build a research proposal on a topic of interest. This is the first of two courses designed to prepare students as scholar-practitioners who use research to inform their ethical, culturally competent social work practice.

**Prerequisites**

Master of Social Work (MSW) Traditional and Traditional Fast Track Options
- None

Master of Social Work (MSW) for Students Entering Prior to May 31, 2021: Standard and Standard Accelerated Options
- SOCW 6002
• SOCW 6101
• SOCW 6200
• SOCW 6051
• SOCW 6351

SOCW 6311 - Social Work Practice Research II
(5 cr.)
This advanced course is designed to support students' development as scholar-practitioners in clinical social work. Students identify and apply research that can be used to advance their practice, including social welfare, advocacy, and policy. Throughout the course, students are provided resources and activities designed to help them become critical consumers of research for the sake of ethical, evidence-based clinical social work practice. Students in this course have the opportunity to evaluate research design, research methods, and the applicability of results to diverse populations.

Prerequisites
Master of Social Work (MSW) Traditional and Traditional Fast Track Options (Also for Students Entering Standard and Accelerated Options Prior to May 31, 2021)
• SOCW 6510
• SOCW 6111
• SOCW 6301

Master of Social Work (MSW) Advanced Standing
• SOCW 6111
• SOCW 6361

SOCW 6333 - Vicarious Trauma and Compassion Fatigue
(5 cr.)
To gain an understanding and awareness of vicarious trauma and compassion fatigue for trauma-response-helping professionals, students examine intervention strategies and models for treating and preventing vicarious trauma and compassion fatigue through the lens of counselor educators, supervisors, and clinicians. Applying course concepts, students gain hands-on practice conducting a needs assessment and examining the use of standardized instruments. They also recommend social change related to vicarious trauma and compassion fatigue to inform and better prepare trauma-response-helping professionals. Students engage in course assignments that emphasize the ethical, legal, multicultural, and spiritual implications for wellness and self-care, including personal, professional, and organizational elements. As a final project, students interview a trauma-response-helping professional and develop an organizational wellness plan for their setting.

Prerequisites
SOCW 6336 - Crisis, Trauma, and Disaster Response

(5 cr.)
Students in this course gain an understanding of the personal and systemic impact of crises, disasters, and other trauma-causing events on individuals, couples, families, and communities. Students examine theories and response models as they relate to sexual trauma, crisis in individuals and families, crisis in the community, and crisis in the nation and in the world. They explore and discuss topics related to counselor competencies, vicarious trauma and countertransference, specific diagnoses, and advocacy. Students also engage in assignments designed to provide practical application of crisis assessment. Through contemporary articles and case studies, they consider and discuss cultural, legal, and ethical issues related to crisis, trauma, and disaster events and response.
Prerequisites
• SOCW 6111

SOCW 6337 - Trauma-Informed Practice: Neurobiology of Trauma

(5 cr.)
Social workers often work with individual clients who have experienced trauma. To engage with these clients appropriately, social workers must understand the connection between trauma and the brain. Using a trauma-informed lens, students explore the organization, functioning, and development of the brain; adverse childhood experiences; dysregulation of the nervous system; the role of relationships as protective factors; and epigenetics. Students apply these topics to a client case, ultimately developing trauma-informed interventions and a treatment plan. Through their learning, students begin to consider trauma-informed practice not only at the micro level but at the macro level as well.
Prerequisites
• SOCW 6111

SOCW 6350 - Forensic Applications in Community Settings

(5 cr.)
Professionals must devote considerable attention to forensic psychology perspectives and approaches to address issues such as mass incarceration, the decrease in healthcare availability, and cases in which courts remand treatment in community settings. Students in this course examine forensic psychology theories and perspectives, and then they apply these concepts to various community settings. They are provided with practical assignments and topical readings that focus on working with individuals re-entering the
community after incarceration as well as people with a criminal charge who receive community placements rather than incarceration. In addition, students explore less-common applications, such as restorative justice and community crime prevention. They also analyze the impact of personal perspectives and setting on the application of forensic psychology.

Prerequisites
- SOCW 6111

SOCW 6351 - Social Policy, Welfare, and Change

(5 cr.)
Students in this foundation course are provided with an overview of the professional social worker's role in the development, delivery, and implementation of social welfare policies, programs, and services in the U.S. The students explore the history of social welfare and current policies and programs, including those addressing poverty, healthcare (including mental health), child welfare, and disabilities. Students develop policy knowledge and skills to assist them in influencing policy development.

Prerequisites
- SOCW 6002
- SOCW 6101

SOCW 6361 - Social Policy: Analysis and Advocacy

(5 cr.)
Students are provided with the knowledge to analyze, formulate, and advocate for social policies that advance individual and social well-being in this course. Students explore various methods of policy analysis and develop advocacy plans that involve collaboration with colleagues and communities to address policy issues. There is a special emphasis on policies that impact human rights and advance social and economic justice. Students develop skills in the policy analysis process, including the values that influence policy, the legislative process, and the roles of advocacy and lobbying organizations.

Prerequisites

Master of Social Work (MSW) Traditional and Traditional Fast Track Options
- SOCW 6351

Master of Social Work (MSW) for Students Entering Prior to May 31, 2021: Standard and Standard Accelerated Options
- SOCW 6111

Master of Social Work (MSW) Advanced Standing
- None

SOCW 6362 - Human Sexuality
Students are provided with a framework for understanding human sexuality in the context of couples, marriage, and family counseling in this course. Students explore empirically supported counseling approaches related to sexual functioning, intimacy, gender, and sexual orientation. They use a systemic framework for understanding the role and impact of sexuality on couples, marriages, and families. Students also explore and discuss specific topics related to issues of sexual diversity and gender identity.

Prerequisites
- SOCW 6111

**SOCW 6400 - Military Culture**

In this course, students are provided with an overview of military culture. The focus of this course is on understanding the world of work for military personnel, the sociocultural identity development of military personnel, the experience of military families, support for military personnel and their families, and socioeconomic and other lifestyle challenges for military personnel. After completing this course, students will be more informed about the mental health and social support needs of these populations.

**SOCW 6401 - Trauma, Crisis, and Stress With Military Personnel**

The specific focus of this course is on combat trauma, crisis, and stress experiences and responses of military personnel—both wartime and post-war. Students develop an understanding of the short-term and long-term impact of post-traumatic stress and vicarious trauma. In addition to focusing on how combat and wartime experiences impact individual military personnel, students also explore the effects on families. As a result, students will be better prepared to provide services and mental health support to military personnel dealing with trauma, crisis, and stress.

**SOCW 6410 - Military Culture for Social Workers**

This course is designed to provide students with an understanding of military culture. The focus of this course is on understanding the world of work for military personnel; the sociocultural identity development of military personnel; the experience of military families; support for military personnel and their families; and socioeconomic and other lifestyle challenges for military personnel. As a result of this course, students will be more informed about the mental health and social support needs of these populations.

Prerequisites
- SOCW 6111
SOCW 6411 - Social Work in Trauma, Crisis, and Stress With Military Personnel

(5 cr.)
The specific focus of this course is on the wartime and post-war and combat trauma, crisis, and stress experiences and responses of military personnel. Students in this course will develop an understanding of the short-term and long-term impact of post-traumatic stress and vicarious trauma. In addition to understanding how combat and war-time experiences impact individual military personnel, students will also focus on these individuals' families. As a result of learning in this course, students will be better prepared to provide services and mental health support to trauma, crisis, and stress of military personnel.
Prerequisites
  •  SOCW 6111

SOCW 6412 - Working With Military Spouses, Families, and Children

(5 cr.)
The nature of military work responsibilities impacts not only military personnel but their families as well. Frequent relocations, extended deployments, parent-child separation, and high-risk jobs all contribute to unique family dynamics. This course is designed to educate students about the experience and unique support needs of military personnel and their families.
Prerequisites
  •  SOCW 6111

SOCW 6443 - Psychopharmacology and Biopsychosocial Considerations for Social Workers

(5 cr.)
The potential for addictive disorders to present like a variety of medical and psychological disorders is common. In this course, students examine how to treat addictions that may coexist with depression, anxiety, bipolar disorder, obsessive-compulsive behavior, and other psychological disorders as described in the DSM-IV-TR. They survey a spectrum of psychotropic medications and their use in the treatment of mental, behavioral, and addictive disorders. Students also explore factors that increase the likelihood for a person, community, or group to be at risk for psychoactive substance use disorders. Through this course, students gain an understanding of the basic classifications, indications, and contraindications of commonly prescribed medications so that they make appropriate referrals within treatment teams.
Prerequisites
  •  SOCW 6111
SOCW 6446 - Social Work Practice With Children and Adolescents

(5 cr.)
In this course, students examine empirically supported theories and techniques for working with children and adolescents in the counseling process. Students work toward enhancing their theoretical and practical understanding of the systemic interplay among children, adolescents, families, and the stakeholders in their lives. They engage in coursework and readings focused on a family-systems view of intervention, and they devote special attention to developmental, cognitive, behavioral, educational, multicultural, and environmental issues. Students assess a distinct group of empirically supported interventions aimed at improving individual and family functioning. They also explore legal and ethical issues related to counseling children and adolescents.
Prerequisites
- SOCW 6111

SOCW 6456 - Social Work Practice With Couples and Family Systems

(5 cr.)
The focus of this course is on gaining an advanced understanding of theories and techniques for working with couples, married individuals, and families, as well as to acquire skills for theory integration and theory-based treatment. Through video demonstrations and other topical materials, students witness and examine empirically supported treatments and techniques in prevention, intervention, development, and promoting the well-being of marriages, couples, and families. They explore systemic implications for conceptualization, assessment, treatment planning, and interventions. Students also learn how to assess procedures for critically evaluating relevant research and how to apply these findings to their counseling practices. Additionally, they explore methods of adapting models to meet the needs of a diverse society and the legal and ethical issues related to working in this specialty area.
Prerequisites
- SOCW 6111

SOCW 6500 - Social Work Field Education I

(3 cr.)
This is the first foundation course in the four-part field practicum sequence. Students are required to complete 200 hours in an approved social services agency under the supervision of a professional social worker. Through the practicum experience, students are introduced to the role of a professional social worker. Students demonstrate skills in maintaining boundaries and ethics while interacting in a professional manner with clients. Through their participation in a weekly hour-long seminar with their instructor and peers, students demonstrate their integration of classroom knowledge with
professional practice skills.

Prerequisites

- SOCW 6002
- SOCW 6101
- SOCW 6200
- SWLB 0651
- SOCW 6210
- SOCW 6051

SOCW 6510 - Social Work Field Education II

(3 cr.)
This is the second foundation course in the four-part field practicum sequence. As in SOCW 6500, students are again required to complete 200 hours in an approved social services agency under the supervision of a professional social worker. Students have the opportunity to develop and demonstrate skills in engaging clients, developing mutually agreed-upon goals, identifying clients' strengths and needs, completing assessments, and providing professional documentation during the field practicum experience. Students also identify policies at the organizational, local, state, or national level, which impact the client system. Through their participation in a weekly hour-long seminar with their instructor and peers, students demonstrate their integration of classroom knowledge with professional practice skills.

Prerequisites

- SOCW 6301
- SOCW 6500

SOCW 6511 - Treatment of Forensic Populations

(5 cr.)
In this course, students gain the foundational knowledge necessary to evaluate and subsequently treat many different forensic populations, such as individuals who have committed sex offenses, used illegal substances, or engaged in white-collar crime. Students analyze the use of traditional forms of intervention, including individual and group psychotherapy, as well as recent developments in intervention, such as restorative justice. Applying the concepts and theories learned in the course, students develop a project scenario in which they feature an offender and describe treatment approaches as well as related ethical, legal, and multicultural factors that may impact treatment. Students also consider and discuss professional identity and goals.

Prerequisites

- SOCW 6111
SOCW 6520 - Social Work Field Education III

(3 cr.)
This is the third course in the field practicum sequence. It is an advanced course. Students are required to complete 250 (20–24 hours per week) hours in an approved social services agency under the supervision of a professional social worker. There is a focus on agencies that serve clients from diverse populations and/or marginalized or oppressed groups. In this course, students focus on recognizing the importance of clinical social work practice and demonstrating the ability to negotiate and advocate with and on behalf of client systems to enhance client well-being and ensure social and economic justice. Students demonstrate the ability to critically examine research available on interventions, make an appropriate selection, and follow through with the implementation. A seminar is included in which students demonstrate the integration of classroom knowledge with the professional practice skills.

Prerequisites
Master of Social Work (MSW) Traditional and Traditional Fast Track Options (Also for Students Entering Standard and Accelerated Options Prior to May 31, 2021)
- SOCW 6510
- SOCW 6060
- SOCW 6111
- SOCW 6090
- SOCW 6361
- SOCW 6121
- SWLB 0652
- First specialization/elective course

Master of Social Work (MSW) Advanced Standing
- SOCW 6002 (This course is a required prerequisite only for students who began the program prior to August 30, 2021.)
- SOCW 6060
- SOCW 6111
- SOCW 6090
- SOCW 6361
- SOCW 6121
- Skills Lab II / SWLB 0652
- First specialization/elective course

SOCW 6530 - Social Work Field Education IV

(3 cr.)
This is the final course in the four-part field practicum sequence. As in SOCW 6500, SOCW 6510, and SOCW 6520, students in this course are also required to complete 250 hours in an approved social services agency under the supervision of a professional social worker. There is a focus on agencies that serve clients from diverse populations and/or marginalized or oppressed groups. In this course, students focus on recognizing the importance of clinical social work practice and demonstrating the ability to negotiate and advocate with and on behalf of client systems to enhance client well-being and ensure social and economic justice. Students demonstrate the ability to critically examine research available on interventions, make an appropriate selection, and follow through with the implementation. A seminar is included in which students demonstrate the integration of classroom knowledge with the professional practice skills.
social worker. Through the practicum experience, students are provided with the opportunity to monitor and evaluate therapeutic outcomes and engage in research-based practice. Students demonstrate the ability to provide services to a client or client system, from intake to termination or transfer. Students demonstrate skills in termination; evaluating interventions and outcomes; and disseminating these results and analysis to colleagues, peers, and other practitioners. A seminar is included in which students demonstrate the integration of classroom knowledge with the professional practice skills.

Prerequisites
- All coursework must be completed with the exception of SOCW 6311, second specialization/elective, and third specialization/elective prior to enrollment in SOCW 6530.

SOCW 6652 - Residency II

(5 cr.)
This residency is designed to complement the advanced curriculum. In this residency, students continue to develop their clinical skills and are required to demonstrate competency in ethical practice, case conceptualization, and evidence-based practice. In addition, students have the opportunity to practice their own supervision and consultation skills. Successful completion of this residency will result in an evaluation that indicates students have demonstrated proficiency in the prescribed areas and are ready to interface with the public as a clinical social worker in training.

SOCW 8000 - Foundations for Graduate Study

(3 cr.)
Students in this course are introduced to Walden University and to the requirements for successful participation in an online curriculum. Students work toward building a foundation for academic and professional success as scholar practitioners and social change agents. They assess the relationship of mission and vision to professional goals and develop a program of study, a Professional Development Plan, and strategies for online success. Students also explore resources used throughout the program, such as academic writing support from Walden University's Online Writing Center. Students engage in course assignments focused on the practical application of professional writing, critical thinking skills, and the promotion of professional and academic excellence and integrity.

SOCW 8002 - Foundations of Graduate Study

(3 cr.)
The purpose of this course is to introduce students to Walden University and to the requirements for successful participation in an online curriculum. Through this course,
students gain a foundation for academic and professional success as scholar-practitioners and social change agents. Course assignments focus on practical application of writing and critical-thinking skills and promote professional and academic excellence. Major assignments include the preparation of the Professional Development Plan and Program of Study.

**SOCW 8103 - Introduction to Addiction**

(5 cr.)
Students in this course are introduced to aspects of functioning as a professional as an addiction counselor, including but not limited to role setting of addiction counselors; history, philosophy, and trends in addiction counseling; professional standards for addiction counselors; effects of crises and trauma-causing events on persons with addictions; self-care; and ethical and culturally sensitive practice of addiction counseling. Students also explore competencies, credentialing, and other professional issues. Students explore the future as addiction counselors with an overview of the addiction counseling profession.

**SOCW 8110 - Advanced Social Work Theory and Practice**

(5 cr.)
In this foundational doctoral course, students are provided with an overview of the ways of knowing diverse contemporary theories in social work and the social sciences. Students will be able to understand how the assumptions of various epistemological paradigms (i.e., ways of knowing) inform research. Students will also explore how theories inform social work practice, policy, and research, and they will discuss the role of the social worker in social issues at the micro, mezzo, and macro levels. In addition, there is an emphasis on the delivery of culturally sensitive and ethical services.

**SOCW 8112 - Social Work Scholarship**

(5 cr.)
To be responsible scholar-practitioners and stewards in the social work profession, students must understand social problems within the broader intellectual landscape: that is, the social construction of the social problem and the role it plays in the public’s perception of the social problem. Additionally, students must be prepared to locate the historical context of the problem and the social welfare responses. Using critical reading and evaluation skills, tools, and techniques, students begin to evaluate the lay and empirical literature of a social problem underlying their future capstone or dissertation topic to prepare for the literature review process.

**Prerequisites**
- SOCW 8110W or SOCW 8110

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SOCW 8114 - Advanced Social Work Scholarship Community

(5 cr.)
[Under development]
Prerequisites
- SOCW 8752 or SOCW 8752W or SOCW 8574 or SOCW 8574W
- SOCW 8112W or SOCW 8112

SOCW 8116 - History and Development of Social Work

(5 cr.)
This course is designed to provide a doctoral foundation in the history and philosophy of clinical social work and social welfare. Students can explore the strengths and weaknesses of the social work delivery systems. They can review the origins of the profession as well as its various responses to the changing needs of society. Students can begin to develop their identities as leaders, researchers, and best-practices informants in the area of social work through critical literature reviews related to research, policy, and practice; discussions about social work and contemporary society; and course assignments. Students in this course also focus on the competencies and ethics of social work and social welfare professionals.

SOCW 8117 - Diversity and Multiculturalism

(5 cr.)
As a social work scholar-practitioner, it is important to being prepared to serve populations with different lived experiences is important. Understanding the makeup of society, including undercurrents of prejudice and bias that can influence trauma, while being careful not to make broad assumptions about any individual or group, is a crucial skill for a leader in the social work community. In this course, students use historical and current events to consider how policy, systems, and public opinion influence the ability to meet the needs of diverse and marginalized populations. Students examine intersections of identity characteristics and apply contemporary theory to better understand societal manifestations of power, oppression, access, and opportunity. Additionally, students will consider how to apply their knowledge of diversity and multiculturalism to better lead communities, institutions, employees, and agencies in the continuous pursuit of social justice, fairness, and equity.

SOCW 8137 - Contemporary Issues, Social Change, and Social Policy

(5 cr.)
How can students prepare for ethical leadership in social work practice, administration, and advocacy? In this course, students can enhance their understanding of the responsibility of social workers in advanced practice to foster social change for their community, clients, and profession through practice, policy, and advocacy. Students can
use current research to analyze and evaluate policy and identify how community, national, and international issues affect the social work profession. In addition, students examine opportunities to learn how to influence policy as a response to the changing needs of a diverse population. Students also can gain an understanding of how to ethically initiate advocacy and social change processes.

Prerequisites
- SOCW 8110 or SOCW 8110W

SOCW 8138 - Program and Practice Evaluation

(5 cr.)
Using models of evaluation derived from social science and social work theory and research, students can learn to apply research in social work to inform practice, future research, policy, and advocacy. Topics include the history and theory underlying program and practice evaluation, approaches to evaluation, selection of appropriate quantitative and/or qualitative models and techniques used to perform the evaluation, strategies for getting gatekeepers to be invested in the development of the research and in the outcomes, demonstration of program effectiveness, and dissemination of results to stakeholders. Students can gain an understanding of how to address dimensions of diversity (race, ethnicity, age, socioeconomic status, sexual identity, gender, etc.) in their program and practice evaluations in an effort to ensure equity and fairness in program delivery and advocacy.

Prerequisites
- SOCW 8110 or SOCW 8110W

SOCW 8145 - Crisis Management

(5 cr.)
In this course, counselor educators can learn the fundamentals of crisis management and crisis leadership. In addition, they can develop an understanding of the theories and models related to crises, disasters, and other trauma-causing events. Students also explore ethical, legal, and diversity considerations in crisis and trauma response. By the end of the course, students understand models for training and supporting other counselors in the areas of crisis response applicable to community, national, and international crises. Furthermore, students develop a crisis management plan for their own community.

SOCW 8152 - Human Services Administration

(5 cr.)
Diminishing resources are compounding the societal challenges facing human services agencies today. In this course, students will examine the core competencies that human
service administrators need in order to address these challenges and make a greater difference in the communities they serve. A broad range of skills and innovative approaches will be discussed, including cross-agency collaboration, stakeholder communication, supervision of people and processes, creation and implementation of policies, and strategic planning and management. Through course discussions, applications, and critical literature reviews, students can demonstrate knowledge and skills that are directly translatable to their current work environment.

**SOCW 8203 - Treatment of Addictions**

(5 cr.)

Students in this course are introduced to theories, treatment intervention, and case management strategies for addiction counseling. Students are introduced to various models of treatment, recovery, relapse prevention, and continuing care for addictive disorders. In addition, students explore the treatment principles and philosophies of addiction-related programs. Students increase their self-awareness by understanding their own limitations as addiction counselors; recognizing when they need additional resources and support; and knowing when and where to refer clients when appropriate. In addition, students examine substance abuse policies and regulatory processes that influence service delivery in addiction counseling.

**SOCW 8204 - Medical Social Work I**

(5 cr.)

Designed to provide students with an advanced understanding of roles and competencies of social workers in medical settings, this course is developed to enhance students’ knowledge of medical terminology, crisis intervention, medical after-care and discharge planning, mental health evaluations, chemical dependency evaluations, community resources, and medical treatment teams. At the end of this course, students can also understand ethical practice with regard to medical social work.

**SOCW 8205 - Medical Social Work II**

(5 cr.)

The course is designed to provide students with the knowledge and skills for supporting vulnerable populations. Those populations include individual clients or patients and families with acute, chronic, and terminal illness; disabilities; and challenges of age. Students can extend their knowledge of support and resources for families around organ transplants; psychosocial aspects of illness and health for individuals and families; support skills for individuals and families around grief and loss; and end-of-life decision making. Students enhance their knowledge of ethical group and individual interventions for these vulnerable populations.

Prerequisites
- SOCW 8204
SOCW 8210 - Survey Research Methods

(5 cr.)
Participants in this course study in-depth a range of survey methods administered via in-person interview, self-report, phone interview, and Internet administration. Topics include survey design, administration, analysis, and addressing sources of bias. Students also review theoretical and empirical research on question and questionnaire effects. Students prepare in the practice of writing questions and designing questionnaires, both in general and in light of existing research.

SOCW 8333 - Vicarious Trauma and Compassion Fatigue

(5 cr.)
This course is designed to provide students with an understanding and awareness of vicarious trauma and compassion fatigue for first responders. Students examine intervention strategies and models of treatment and prevention of vicarious trauma and compassion fatigue through the lens of a counselor educator, supervisor, and clinician. Assignments include conducting a needs assessment and examining the use of standardized instruments. Students propose social change recommendations related to vicarious trauma and compassion fatigue to promote informed and competent trauma-response helping professionals. In this course, an emphasis is placed on the ethical, legal, multicultural, and spiritual implications for wellness and self-care, including personal, professional, and organizational elements. As a final project, students interview a first responder and develop an organizational wellness plan for his or her setting.

SOCW 8346 - Child and Adolescent Counseling

(5 cr.)
In this course, students are provided with an overview of empirically supported theories and techniques for working with children and adolescents in the counseling process. The course is designed to enhance students' theoretical and practical understanding of the systemic interplay among children, adolescents, families, and the stakeholders in their lives. Emphasis is given to a family systems view of intervention, with specific attention to developmental, cognitive, behavioral, educational, multicultural, and environmental issues. Students will be exposed to a distinct group of empirically supported interventions aimed at improving individual and family functioning. Legal and ethical issues related to counseling children and adolescents will be explored.

SOCW 8350 - Historical and Contemporary Issues in Criminal Justice

(5 cr.)
Students in this course look at the evolution of crime—from lone criminals to
worldwide syndicates—using the scientific rigor built into the selected readings and discussions. Among the topics examined are the philosophy of community- and problem-oriented policing, transnational crime, terrorism, and the new nexus between them. Current and future leaders are equipped with the knowledge and depth of understanding to assess and manage the opportunities, innovations, and challenges in their profession.

**SOCW 8351 - Policy Analysis in the Criminal Justice System**

*(5 cr.)*

Students in this course review key court decisions and explore the tension between constitutionally guaranteed individual rights and crime-prevention and public-safety efforts. Students also cover policy analysis and planning in the criminal justice field and offer an understanding of the policy context in which the criminal justice system functions.

**SOCW 8356 - Theories and Techniques in Marriage, Couple, and Family Counseling**

*(5 cr.)*

Students in this course are provided with an advanced understanding of theories and techniques for working with couples, marriages, and families. The focus of this course is on empirically supported treatments and techniques for addressing prevention, intervention, development, and wellness of marriages, couples, and families. Systemic implications for conceptualization, assessment, treatment planning, and interventions will be addressed. Students will be exposed to procedures for critically evaluating relevant research and to methods for applying findings to their counseling with these groups. Methods of adapting models to meet the needs of a diverse society as well as legal and ethical issues related to working in this specialty area will be explored.

**SOCW 8451 - Public Policy Analysis**

*(5 cr.)*

Government officials, research programs, and NGOs are increasingly expected to make better and more transparent use of evidence in producing viable policy options within highly complex policy environments that are heavily influenced by power and politics. Public policy analysis has been described as the art and craft of speaking truth to power (Wildavsky, 1987) in seeking ways to promote positive social change in these complex environments. Policy analysis within this context requires several distinct skill sets: an understanding of the policy context, technical knowledge and analytical tools to identify and apply evidence ethically and with professional judgment, an appreciation and engagement of the concerns and contributions of diverse stakeholders, and the ability to develop and communicate practical policy advice.
This course is framed around Bardach and Patashnik's eightfold path, which lays out a series of iterative, not necessarily sequential, steps to follow when analyzing a policy issue and uses design thinking to guide the process. Students examine key concepts of public policy analysis through evidence-based research to locate issues in relation to theory and current trends. This course provides project-based opportunities to practice and gain the skills and knowledge to use evidence to shape policy more effectively.

Prerequisites

- MMPA 6116 or HUMN 8000 or HUMN 6000 or HUMN 8001 or SOCW 8002 or SOCW 8002W or MMHA 6000 or MMHA 6000A or HLTH 8003A or HLTH 8003 or HLTH 8003E or HLTH 8003B or NURS 8003

**SOCW 8465 - Strategic Planning: Collaboration, Cooperation, and Coordination**

(5 cr.)

In an increasingly complex world, leaders and managers in public and nonprofit organizations need to be strategic in their planning to fulfill the organizational mission and enhance stakeholder satisfaction. Students in this course explore the role and process of strategic planning with an appreciation for collaboration, cooperation, and coordination as they relate to the strategic planning process. Students will apply these concepts to real-life situations and organizations and develop a strategic plan.

**SOCW 8550 - Preparing for Dissertation**

(5 cr.)

The focus of this course is specifically on the process of writing the dissertation prospectus. Students will use their preliminary research plan, developed previously, and develop a problem statement, to be used in the dissertation. They will further refine the problem statement and carry out the planning and the library research that will bring them to the formulation of a dissertation prospectus. The prospectus is a brief paper, typically 15–20 pages in length, that lays out the background for the problem statement; the problem statement itself; a survey of the relevant literature, typically 25–75 references; and a research, implementation, and evaluation plan for the solution of the problem.

Prerequisites

- RSCH 8260W or RSCH 8360W or RSCH 8460W or RSCH 8260K or RSCH 8360K or RSCH 8460K

**SOCW 8570 - Social Work Supervision**

(5 cr.)

Social work supervisors are integral to the success of emerging and developing social workers. The foundations of their work with their supervisees influence quality of care,
outcomes achievement, community engagement, funding, future supervisor comprehension, and more. Thus, their efforts ripple throughout the complex ecosystem of an agency. In this course, students consider the makeup of the supervisor role, including the theoretical underpinnings that provide a framework for positive supervision experiences, as well as the practical skills needed to convert supervision theory into successful practice. Students use practical supervision scenarios to explore the ecosystem of an agency from the supervisor's perspective. Additionally, students explore legal, regulatory, and diversity considerations when interacting with various stakeholders. Understanding the role of the supervisor—whether planning to give or receive supervision—provides a broader view of the social work setting and highlights the potential impact of supervisor training on future developments in the field.

Prerequisites
- SOCW 8110W or SOCW 8110

SOCW 8571 - Treatment of Forensic Populations

(5 cr.)
Students in this course are provided with the basic knowledge necessary to evaluate and subsequently treat many different forensic populations. Various forensic populations, such as sex offenders, substance abusers, and victims of crime, and employee assistance to law enforcement personnel will be covered. The use of traditional forms of intervention, such as individual and group psychotherapy, as well as recent developments in intervention, such as restorative justice, will be addressed.

SOCW 8572 - Adult Learning and Instructional Design

(5 cr.)
Graduates of a doctoral program are looked to as leaders and experts in their respective fields. As such, they have an added responsibility beyond their contribution to critical research and practice contexts; they must also be prepared to share their knowledge in a deliberate and audience-appropriate way, one that inspires others to not just listen, but to act. Though teaching and learning can take place in many situations—for example, agency or clinical supervision, research project leadership, and informal mentoring—graduates of social work doctoral programs may find themselves in the position to teach in a college or university setting, an opportunity to positively impact countless emerging scholars and practitioners. In this course, students consider critical applications of teaching and learning in higher education through a course-long scenario, in which they assume the role of faculty who have been charged with reenvisioning the design and delivery of an Introduction to Social Work course.

Prerequisites
- SOCW 8110W or SOCW 8110
SOCW 8574 - Advanced Clinical Instruction and Supervision

(5 cr.)
[Under development]
Prerequisites
Doctor of Social Work
  • Advanced Clinical Practice and Supervision: SOCW 8570 or SOCW 8570W
    OR
  • Social Work Education: SOCW 8572 or SOCW 8572W
PhD in Social Work
  • SOCW 8570 or SOCW 8570W or SOCW 8572 or SOCW 8572W

SOCW 8601 - Building Doctoral Socialization and Competency 1

(1 cr.)
[Under development]
Prerequisites
  • SOCW 8002 or SOCW 8002W

SOCW 8602 - Building Doctoral Socialization and Competency 2

(1 cr.)
[Under development]
Prerequisites
  • SOCW 9001A or SOCW 8601

SOCW 8603 - Building Doctoral Socialization and Competency 3

(1 cr.)
[Under development]
Prerequisites
  • SOCW 9002A or SOCW 8602

SOCW 8604 - Building Doctoral Socialization and Competency 4

(1 cr.)
[Under development]
Prerequisites
  • SOCW 9003A or SOCW 8603

SOCW 8605 - Building Doctoral Socialization and Competency 5
SOCW 8610 - Capstone Research Project

(5 cr. per term for a minimum of four terms until completion)

The purpose of this research forum is to assist and guide students in completing the Doctor of Social Work (DSW) capstone project study. Modules 1–3 are individual stages of the doctoral process that are a requirement for the completion of the capstone project. At the beginning of each quarter, students will submit a quarterly plan that outlines a proposed schedule for completing the module and the final project. Within this forum, students will engage in regular scholarly discussions with the doctoral study committee and fellow doctoral students. This forum will include resources related to the capstone project, residencies, research, writing, and doctoral program expectations.

Prerequisites
- All courses and residency completed

SOCW 8750 - Leadership Development

(5 cr.)

Great leadership is enhanced by an understanding of the psychological principles of leader development. The purpose of this course is to introduce students to the psychology of leadership and leader development. Topics include psychological theories of leadership, leadership styles, qualities of great leaders, and instruments used to assess leadership and leadership potential. Students apply psychological theories to understanding their own capacity for leadership.

SOCW 8752 - Executive Leadership With Impact

(5 cr.)

Social work doctoral students in this course have the opportunity to apply adaptive executive leadership, address needs within their areas of interest, and realize opportunities for innovation. Students explore the innovation projects within the domains of social work scholarship called the Grand Challenges. The course focuses on activities that allow students to understand the Grand Challenge contexts and engage in multiple types of specified research such as academic, experiential, web-based, and social. In addition, students partake in new mental models and collaboration that aim to meet dynamic needs and challenges not necessarily bound by convention. Students build professional relationship supports, work outside of traditional frameworks, employ entrepreneurial/intrapreneurial practices, integrate multiple sources of knowledge,
employ leadership acumen, and create an innovation project addressing a needed improvement to society.

Prerequisites

- SOCW 8750W or SOCW 8750

SOCW 8785 - Social Change in Action: Prevention, Consultation, and Advocacy

(5 cr.)
This course is designed to prepare students for their roles as counselors in prevention, intervention, and consultation endeavors with specific populations in specific settings. Using an action-research model, students will prepare a blueprint for a prevention, intervention, or consultation project for a community, agency, or organization.

SOCW 8786 - Strategic Context of Public Management and Leadership

(5 cr.)
Public policy implementation can take place in either a public, private, or nonprofit organization or a combined or networked one. Students are engaged as learners in a collaborative study of the changing strategic context of public administration as they apply a strategic planning and management approach to the implementation of public policy. Learners are introduced to planning, general management, financial management, performance management, and contracting processes in organizations whose purpose is to implement public policy.

SOCW 8802 - Clinical Seminar I

(5 cr.)
Doctoral students taking this first clinical seminar receive a comprehensive overview of the history, development, and evolution of clinical social work knowledge and practice with individual and family clients.

SOCW 8809 - Fundamentals of Law and Public Policy

(5 cr.)
Legal decisions and the law have an impact on the creation of public policy. Students in this course explore the relationship between law and public policy and the significance of court decisions on law and public policy. Students examine the role of administrative agencies in the creation and execution of law and public policy and the role of the courts in resolving challenges to agency rule-making; conflicts between executive and legislative branches of government; and conflicts between and among federal, state, and local laws. Students apply fundamental legal concepts and processes to the creation and execution of law and public policy.

SOCW 8815 - Introduction to Dimensions of Contemporary Aging
Statistical data indicate that people are living longer and the number of older persons is continually increasing. As the population ages, society must prepare to address their needs. Students in this course are provided with a multidisciplinary approach to the study of aging in contemporary societies. Students examine the biological, psychological, social, and societal contexts of aging. They also explore the historical and cross-cultural perspectives on aging, social theories of aging, managing chronic diseases, cognitive changes associated with aging, mental health issues, sexuality, and social interactions. Through a series of taskforce reports on various topics, such as sexually transmitted diseases, substance abuse, and elder abuse, students apply course concepts and critically examine current issues in gerontology.

**SOCW 9000 - Dissertation**

(5 credits per quarter for a minimum of 4 quarters until completion)

Doctoral students are offered the opportunity to integrate their program of study into an in-depth exploration of an interest area that includes the completion of a research study in this course. Students complete the dissertation independently, with the guidance of a dissertation supervisory committee chair and committee members. Students complete a prospectus, proposal, Institutional Review Board application, and dissertation. Once students register for SOCW 9000, they are registered each term until successful completion of the dissertation.

Students take this course for a minimum of four quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval.

To complete a dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain approval at the final stage by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

**Prerequisites**

- RSCH 8100
- RSCH 8200
- RSCH 8300

**SOCW 9001A - Building Doctoral Socialization and Competency 1**

(1 cr.)

[Under development]

**Prerequisites**

- SOCW 8002 or SOCW 8002W
SOCW 9002A - Building Doctoral Socialization and Competency 2

(1 cr.)
[Under development]
Prerequisites
  • SOCW 9001A or SOCW 8601

SOCW 9003A - Building Doctoral Socialization and Competency 3

(1 cr.)
[Under development]
Prerequisites
  • SOCW 9002A or SOCW 8602

SOCW 9004A - Building Doctoral Socialization and Competency 4

(1 cr.)
[Under development]
Prerequisites
  • SOCW 9003A or SOCW 8603

SOCW 9005A - Building Doctoral Socialization and Competency 5

(1 cr.)
[Under development]
Prerequisites
  • SOCW 9004A or SOCW 8604

SPHL 2001 - Ethics

(3 cr.)
Students are introduced to the nature and foundations of moral judgments and applications to contemporary moral issues in this course. Students explore an overview of ethical constraints from the prevailing philosophical and religious perspectives. Using a range of moral theories, students assess their beliefs, values, and perspectives on various ethical scenarios. Through this course, students gain the knowledge needed to formulate solutions to problems of professional and private life against the backdrop of ethical theory.
Prerequisites
  • ENGL 1010

SPLB 671L - Pre-Practicum 1
By participating in a Walden Pre-Practicum, students gain skills in their development as scholar-practitioners. Through their Pre-Practicum experiences, students expand their network of peers and faculty members while developing their professional skills and identity. In Pre-Practicum 1, students begin to apply the core skills and techniques introduced in their Techniques course. Students begin to develop the multicultural competencies needed for counseling. Per program requirements, there is a synchronous experience in this course. Students continue to expand their knowledge of counselor credentialing.

SPLB 672L - Pre-Practicum 2

In Pre-Practicum 2, students continue to develop core skills from Pre-Practicum 1 and integrate advanced skills in their development as scholar-practitioners. Through their Pre-Practicum experiences, students expand their network of peers and faculty members while continuing to develop their professional skills and identity. In Pre-Practicum 2, students begin to develop group leadership skills, integrate counseling theory, and continue to demonstrate cultural competency skills. Students engage in developing their upcoming field experience plan and continue credentialing skills activities.

Prerequisites
For Those in Addiction Counseling; Marriage, Family, and Couple Counseling; and Clinical Mental Health Counseling Programs
- GRPL 6100
- COUN 6250
For Those in School Counseling Programs
- GRPL 6100
- COUN 6350

SSOC 1001 - Living and Learning in an Intercultural World

In this course, students explore their individual and social identities, as well as social group memberships of diverse others. They explore the influence of their cultural identities and explore and discuss these identities. To understand the foundations of effective advocacy for social justice and change, students examine various forms of social systems that influence individual and interpersonal behaviors, intergroup relations, institutional structures, and societal norms.

(SSOC 2000 - Social Problems

(Co-requisites: SLDR 1001)
In this course, students think critically about society and their own lives from a wide range of classical and contemporary perspectives. Students engage in assignments that balance theory with current research findings and emphasize social policy. They explore and apply major theoretical perspectives to evaluate chosen topics, and they consider the idea of self in relation to global perspectives and social institutions. Through their study of sociology, students sharpen their critical-thinking skills and develop a sociological imagination, which they can use throughout their personal and professional lives to understand social structure and behavior.

**Prerequisites**
- SSOC 1001
- SLDR 1001

*(Co-requisites: SSTA 1001)*

**SSTA 1001 - Statistics for Decision Making**

This course provides a real-world introduction to statistical concepts and reasoning, placing emphasis on statistical interpretation and intuition rather than on mathematical rigor. Data increasingly surrounds us, in business and in personal life. It is increasingly important to be able to make sense of that data by interpreting it properly and applying it in a variety of circumstances. Students examine everyday statistics found in business and in society regarding trends, meaningful differences, and whether a change is something they need to care about, with an eye toward interpretation of data and biases in data to allow better, more confident decision making.

**Prerequisites**
- SLDR 1001
- SSOC 1001

*(Co-requisites: SSOC 2000)*

**STAT 2001 - Statistics**

In this course, students examine the fundamentals of probability and descriptive and inferential statistics. Students learn concepts of hypothesis testing, simple regression, and correlation analysis, focusing on the application of these techniques to business decision making. Applying these concepts to analyze hypothetical case scenarios, students learn practical ways that they can use statistics in their daily life. Students also have the opportunity to share insight and gain new perspectives on these topics through weekly discussions.

**Prerequisites**
- MATH 1030 or MATH 1040
Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

STAT 2002 - Business Statistics♦

(5 cr.)
In this course, students examine the fundamentals of probability and descriptive and inferential statistics. Students learn concepts of hypothesis testing, simple regression, and correlation analysis, focusing on the application of these techniques to business decision making. Applying these concepts to analyze hypothetical case scenarios, students can learn practical ways that they can use statistics in their daily life. Students also have the opportunity to share insight and gain new perspectives on these topics through weekly discussions.

Prerequisites
- MATH 1030 or MATH 1040

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

STAT 3001 - Statistical Methods and Applications♦

(5 cr.)
Students in this course gain a foundation in statistical methodology as well as ways to use critical judgment in analyzing data sets. Through technology applications and hands-on lab work, students learn concepts of descriptive statistics, hypothesis testing, confidence intervals, t-test, one-way analysis of variance, correlation, and non-parametric methods (e.g., chi-square tests). Students gain the knowledge and skill to be able to analyze and apply statistics to research problems and everyday life situations.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

STAT 3401 - Statistics for Data Analytics

(5 cr.)
Statistical analysis is a key information technology tool. Quality assurance, data mining, and performance monitoring all employ extensive statistical analysis. Other applications incorporate various aspects of probability and statistics. This course provides students with an introduction to statistics for data analytics. Within an analytics framework, students synthesize theory with practical applications to learn the fundamentals of statistical reasoning, and the use of numeric and graphical descriptive statistics, statistical comparison, correlations, and other methods. Throughout, students also have the
opportunity to use statistical software to solve problems.

Prerequisites
- MATH 1030 or MATH 1040

SWLB xxx - Social Work Skills Lab II

(1 cr.)
The Social Work Skills Lab II is a 1-credit, 6-week hybrid class that includes 3 weeks of online content, followed by a 4-day face-to-face residential component, and then closes with 2 weeks of online content. Students in the Social Work Skills Lab II reinforce the content covered in the Second Year MSW courses with an emphasis on clinical skills development and advanced topics in diversity and inclusion, evidence-based practice, ethics, and development of the professional self. Material covered includes practice labs focused on clinically informed individual engagement and assessment, group development and leadership, and an understanding of how to advocate within organizations and communities. A key component of the skills lab is to prepare and assess students for their readiness to enter the field.

SWLB 0651 - Skills Lab I

(1 cr.)
The Social Work Skills Lab I is a 1-credit, 6-week hybrid class that includes 3 weeks of online content, followed by a 3-day face-to-face intensive/residential component and then closes with 2 weeks of online content. The Social Work Skills Lab I course reinforces the content covered in the MSW Foundation Year courses with an emphasis on generalist skills development, diversity and inclusion, evidence-based practice, ethics, and development of the professional self. Material covered includes practice labs focused on individual engagement and assessment, group development and leadership, and an understanding of how to advocate within organizations and communities. A key component of the skills lab is to prepare and assess students for their readiness to enter the field.

Prerequisites
- SOCW 6002

SWLB 0652 - Skills Lab II

(1 cr.)
The Social Work Skills Lab II is a 1-credit, 6-week hybrid class that includes 3 weeks of online content, followed by a 4-day synchronous residential component, and then closes with 2 weeks of online content. Students in the Social Work Skills Lab II reinforce the content covered in the Second Year MSW courses with an emphasis on clinical skills development and advanced topics in diversity and inclusion, evidence-based practice,
ethics, and development of the professional self. Material covered includes practice labs focused on clinically informed individual engagement and assessment, group development and leadership, and an understanding of how to advocate within organizations and communities. A key component of the skills lab is to prepare and assess students for their readiness to enter the field.

Prerequisites

Master of Social Work (MSW) Traditional and Traditional Fast Track Options (Also for Students Entering Standard and Accelerated Options Prior to May 31, 2021)

- SOCW 6510
- SOCW 6111

Master of Social Work (MSW) Advanced Standing

- SOCW 6111

SWLB 0652A - Social Work Skills Lab IIA – Advanced Standing

(1 cr.)
The Social Work Skills Lab II and IIA is a 1-credit 6-week hybrid class that includes 3 weeks of online content, followed by a 4-day synchronous residential component and then closes with 2 weeks of online content. The Social Work Skills Lab II/IIA serves to reinforce the content covered in the Second Year MSW courses with an emphasis on clinical skills development, and advanced topics in diversity and inclusion, evidence-based practice, ethics, and development of the professional self. Material covered includes practice labs focused on clinically informed individual engagement and assessment, group development and leadership, and an understanding of how to advocate within organizations and communities. A key component of the skills lab is to prepare and assess students for their readiness to enter field.

Prerequisites

- SOCW 6002

WLDN 2010 - What’s Your Problem?♦

(5 cr.)
Life can be viewed as a series of problems to solve and questions to answer. Students in this course will build a foundation for developing and applying practical problem-solving skills to questions that are relevant in today's world. They will identify a problem, gather information, analyze and interpret the information collected, and ultimately present a proposed solution to various audiences. These problem-solving skills can be applied to academic, personal, and professional situations. As a result of taking this course, students will develop knowledge and skills for approaching everyday life events in a more effective manner.

Prerequisites

- ENGL 1001 or ENGL 1010
Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**WLDN 2050 - Developing a Prior Learning Portfolio**

(5 cr.)
Learning takes place in a variety of settings, not simply in a classroom. On-the-job experience, volunteer work, corporate training, military service, and rigorous independent study provide opportunities for authentic learning that often equates to college-level, academic credit. In this course, students align their prior learning with current Walden University course and program outcomes. Students design an academic work product in the form of a portfolio to demonstrate mastery of academically relevant, college-level learning. They have the option to submit this portfolio for credit consideration toward an undergraduate degree.

**WMBA 4990 - Business Essentials**

(0 sem. cr.)
A background in the basics of business is often a key to making the most of a graduate business or management program. In this foundational course, students can build their business acumen in major functional areas that are essential to business success including business leadership and management, business ethics, the legal environment of business, accounting, finance, economics, quantitative methods and statistics, information systems management, global business, marketing, and strategic management.

**WMBA 4991 - Business Essentials**

(0 sem. cr.)
A background in the basics of business is often a key to making the most of a graduate business or management program. In this foundational course, students can build their business acumen in major functional areas that are essential to business success including business leadership and management, business ethics, the legal environment of business, accounting, finance, economics, quantitative methods and statistics, information systems management, global business, marketing, and strategic management.

**WMBA 5000 - Dynamic Leadership**

(5 cr.)
Being an effective leader is essential in business and demands that an individual has a strong set of competencies including the ability to understand one’s self, motivate others, understand organizational culture, and manage ambiguity. In this course, students begin their personal and professional transformation by closely examining their current strengths and weaknesses, values, decision-making processes, and approaches to dealing
with difficult problems. Students also explore leadership in turbulent times by examining how effective leaders think as well as how various management styles impact situations and relationships within an organization. Topics include key leadership concepts with applications to authentic situations; personal leadership and competency assessment; personal and professional development planning; and ethical values-based leadership decision making.

**WMBA 5010 - Managing People and Promoting Collaboration**

(5 cr.)

Contemporary business environments are increasingly competitive, global, fast paced, and knowledge intensive. In these environments, effective use of human capital is vital to an enterprise's success and survival. In this course, students will explore practical issues related to developing individuals and managing collaboration and will examine the skills and strategies necessary to address them effectively. Students will examine ethical and legal implications of managing a diverse workforce including issues that arise from cross-cultural differences and virtual work settings. The importance of communication as a tool to manage internal and external relationships is emphasized as it relates to the effectiveness of managing people to achieve organizational goals. Topics include planning and executing staffing strategies, developing individuals, fostering positive work environments, creating and sustaining teams, maintaining influence in the organization, managing a global workforce, managing programs for productivity improvement, and planning and managing the human side of organizational change.

**WMBA 5020 - Fostering a Culture of Innovation**

(5 cr.)

In today's complex and uncertain environment, innovation is important to achieving business success. In this course, students will examine how to be an effective creative leader who can readily apply imagination to resolve complex problems. Additionally, students explore methods to establish a work environment conducive to creative thinking. Students will gain a set of proven methods, skills, and strategies that enable innovative breakthroughs to occur in a much more deliberate and predictable manner. Topics include: an overview of the concepts of creativity, foresight, and innovation; the diversity of different creative thinking styles; the "design thinking" process for business problem solving; work environments that stimulate creativity; characteristics of leaders who exemplify creativity that often leads to innovation; and the application of creativity and innovation concepts in organization settings.

**WMBA 5030 - Managing Business Information Systems**

(5 cr.)

The need for information and dependence on information systems and enabling technologies are ubiquitous in business. Businesses use information systems to collect,
process, store, and manage data, which can be aggregated and disseminated in the form of information to support effective decision making. Students in this course explore how to realize optimum benefit from information systems and technology to support and improve business decisions, processes, and services at all levels of business in alignment with business goals to achieve competitive advantage and sustainable business performance. Topics include cost, selection, implementation, and use of information systems; quality, reliability, and process standards; and use of information systems to drive strategic advantage.

**WMBA 5060 - Marketing for Competitiveness**

(5 cr.)
Effective managers know that a clear understanding of the role of marketing, as well as a grasp of effective marketing practices, is essential for organizations to succeed in today's fast-paced, competitive environment. In this course, students gain a working knowledge of both marketing theory and the practical application of innovative marketing tools and strategies. Students also explore how product, price, place, promotion, and people contribute to the marketing mix as they explore research-based insights into consumer behavior.

**WMBA 6000 - Dynamic Leadership**

(3 sem. cr.)
Being an effective leader is essential in business and demands that an individual has a strong set of competencies including the ability to understand one's self, motivate others, understand organizational culture, and manage ambiguity. In this course, students begin their personal and professional transformation by closely examining their current strengths and weaknesses, values, decision-making processes, and approaches to dealing with difficult problems. Students also explore leadership in turbulent times by examining how effective leaders think as well as how various management styles impact situations and relationships within an organization.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**WMBA 6000A - Dynamic Leadership**

(3 sem. cr.)
Being an effective leader is essential in business and demands that an individual has a strong set of competencies including the ability to understand one's self, motivate others, understand organizational culture, and manage ambiguity. In this course, students begin their personal and professional transformation by closely examining their current strengths and weaknesses, values, decision-making processes, and approaches to dealing with difficult problems. Students also explore leadership in turbulent times by examining how effective leaders think as well as how various management styles impact situations
and relationships within an organization.

Note: This course is only available as part of specific competency-based Tempo Learning® programs.

WMBA 6010 - Managing People and Promoting Collaboration♦

(3 sem. cr.)
Contemporary business environments are increasingly competitive, global, fast paced, and knowledge intensive. In these environments, effective use of human capital is vital to an enterprise’s success and survival. In this course, students will explore practical issues related to developing individuals and managing collaboration and will examine the skills and strategies necessary to address them effectively. Students will examine ethical and legal implications of managing a diverse workforce including issues that arise from cross-cultural differences and virtual work settings. The importance of communication as a tool to manage internal and external relationships is emphasized as it relates to the effectiveness of managing people to achieve organizational goals.

Prerequisites
- WMBA 6000

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

WMBA 6010A - Managing People and Promoting Collaboration

(3 sem. cr.)
Contemporary business environments are increasingly competitive, global, fast paced, and knowledge intensive. In these environments, effective use of human capital is vital to an enterprise’s success and survival. In this course, students will explore practical issues related to developing individuals and managing collaboration and will examine the skills and strategies necessary to address them effectively. Students will examine ethical and legal implications of managing a diverse workforce including issues that arise from cross-cultural differences and virtual work settings. The importance of communication as a tool to manage internal and external relationships is emphasized as it relates to the effectiveness of managing people to achieve organizational goals.

Prerequisites
- WMBA 6000A

Note: This course is only available as part of specific competency-based Tempo Learning® programs.

WMBA 6020 - Fostering a Culture of Innovation♦

(3 sem. cr.)
In today’s complex and uncertain environment, innovation is important to achieving
business success. In this course, students will examine how to be an effective creative leader who can readily apply imagination to resolve complex problems. Additionally, students explore methods to establish a work environment conducive to creative thinking. Students will gain a set of proven methods, skills, and strategies that enable innovative breakthroughs to occur in a much more deliberate and predictable manner.

Prerequisites
• WMBA 6000

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

WMBA 6020A - Fostering a Culture of Innovation

(3 sem. cr.)
In today's complex and uncertain environment, innovation is important to achieving business success. In this course, students will examine how to be an effective creative leader who can readily apply imagination to resolve complex problems. Additionally, students explore methods to establish a work environment conducive to creative thinking. Students will gain a set of proven methods, skills, and strategies that enable innovative breakthroughs to occur in a much more deliberate and predictable manner.

Prerequisites
• WMBA 6000A

Note: This course is only available as part of specific competency-based Tempo Learning® programs.

WMBA 6030 - Managing Business Information Systems*

(3 sem. cr.)
The need for information and dependence on information systems and enabling technologies are ubiquitous in business. Businesses use information systems to collect, process, store, and manage data, which can be aggregated and disseminated in the form of information to support effective decision making. Students in this course explore how to realize optimum benefit from information systems and technology to support and improve business decisions, processes, and services at all levels of business in alignment with business goals to achieve competitive advantage and sustainable business performance.

Prerequisites
• WMBA 6000

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

WMBA 6030A - Managing Business Information Systems
The need for information and dependence on information systems and enabling technologies are ubiquitous in business. Businesses use information systems to collect, process, store, and manage data, which can be aggregated and disseminated in the form of information to support effective decision making. Students in this course explore how to realize optimum benefit from information systems and technology to support and improve business decisions, processes, and services at all levels of business in alignment with business goals to achieve competitive advantage and sustainable business performance.

**Prerequisites**
- WMBA 6000

**Note:** This course is only available as part of specific competency-based Tempo Learning® programs.

**WMBA 6040 - Improving Business Performance**

(3 sem. cr.)
One of the most critical challenges in maintaining and improving organizational performance is identifying core strengths and weaknesses within the organization and across the more general value creation landscape. The focus of this course is on the challenges and opportunities for managers to create value and to increase organizational performance through the effective deployment of systems thinking and change management skills. Students in the course explore systems thinking as a process whereby problems are viewed as individual components within a larger system and explore how various operational and systems thinking frameworks can be utilized to optimize organizational performance in both industrial and service settings.

**Prerequisites**
- WMBA 6000

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*
optimize organizational performance in both industrial and service settings.

Prerequisites

- WMBA 6000A

Note: This course is only available as part of specific competency-based Tempo Learning® programs.

WMBA 6050 - Accounting for Management Decision Making

(3 sem. cr.)
Accounting is the language of business. Managers must understand and be able to effectively use this language to create meaningful measures upon which to make appropriate decisions. They must know what to measure, how to measure, and what the consequences of the measurement might be. This course takes a rigorous stakeholder approach that integrates fundamental managerial accounting topics with strategic business analysis. Students will explore the use of accounting information to make effective business decisions; analysis of the impact of decisions on various stakeholder groups; and the development of sustainable solutions based on the information that is measured, analysis of various types of budgets, strategic planning, and forecasting as well as communicating accounting information effectively to various stakeholders.

Prerequisites

- WMBA 6000

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

WMBA 6050A - Accounting for Management Decision Making

(3 sem. cr.)
Accounting is the language of business. Managers must understand and be able to effectively use this language to create meaningful measures upon which to make appropriate decisions. They must know what to measure, how to measure, and what the consequences of the measurement might be. This course takes a rigorous stakeholder approach that integrates fundamental managerial accounting topics with strategic business analysis. Students will explore the use of accounting information to make effective business decisions; analysis of the impact of decisions on various stakeholder groups; and the development of sustainable solutions based on the information that is measured, analysis of various types of budgets, strategic planning, and forecasting as well as communicating accounting information effectively to various stakeholders.

Note: This course is only available as part of specific competency-based Tempo Learning® programs.
WMBA 6060 - Marketing for Competitiveness♦

(3 sem. cr.)
Effective managers know that a clear understanding of the role of marketing, as well as a grasp of effective marketing practices, is essential for organizations to succeed in today's fast-paced, competitive environment. In this course, students gain a working knowledge of both marketing theory and the practical application of innovative marketing tools and strategies. Students also explore how product, price, place, promotion, and people contribute to the marketing mix as they explore research-based insights into consumer behavior.
Prerequisites
• WMBA 6000

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

WMBA 6060A - Marketing for Competitiveness

(3 sem. cr.)
Effective managers know that a clear understanding of the role of marketing, as well as a grasp of effective marketing practices, is essential for organizations to succeed in today's fast-paced, competitive environment. In this course, students gain a working knowledge of both marketing theory and the practical application of innovative marketing tools and strategies. Students also explore how product, price, place, promotion, and people contribute to the marketing mix as they explore research-based insights into consumer behavior.
Prerequisites
• WMBA 6000A

Note: This course is only available as part of specific competency-based Tempo Learning® programs.

WMBA 6070 - Managerial Finance♦

(3 sem. cr.)
Today's companies are challenged to constantly do more with less. Effective managers know how to deploy scarce financial resources in ways to achieve optimum returns on these resources. Students will discover the latest financial tools and analytic methods to strengthen the capital investment decision-making process. Students will use critical-thinking skills to apply and, at times, challenge traditional financial theory, while balancing various stakeholder interests in the financial decision-making process. Students will examine a range of contemporary issues and techniques relevant to sound and ethical financial decision making.
Prerequisites
WMBA 6000

WMBA 6050

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

WMBA 6070A - Managerial Finance

(3 sem. cr.)

Today’s companies are challenged to constantly do more with less. Effective managers know how to deploy scarce financial resources in ways to achieve optimum returns on these resources. Students will discover the latest financial tools and analytic methods to strengthen the capital investment decision-making process. Students will use critical-thinking skills to apply and, at times, challenge traditional financial theory, while balancing various stakeholder interests in the financial decision-making process. Students will examine a range of contemporary issues and techniques relevant to sound and ethical financial decision making.

Note: This course is only available as part of specific competency-based Tempo Learning® programs.

WMBA 6201 - Individual and Organizational Performance Management♦

(3 sem. cr.)

Performance management involves the ongoing activities of employee evaluation and development focused on achieving the organization’s short- and long-term goals. Performance management also is required to meet ethical and statutory requirements. Looking at the continuous nature of performance management underscores the importance of identifying and supporting talent development. Students assess performance management systems within the context of the defined system metrics supporting the organization’s goals, and they assess the role of performance management in strengthening the organization through diversity and inclusion.

Prerequisites

- WMBA 6000

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

WMBA 6401 - Human Resource Analytics♦

(3 sem. cr.)

Understanding the value of an organization’s human capital is crucial to its continuing success. Human resource (HR) management metrics provide the tools both for measuring value and for managing an organization’s human resources. Students in this
course explore HR analytics and metrics as tools for organizational and individual performance improvement. These tools establish a foundation for the effective deployment of performance metrics as part of the recruitment, talent development, and retention of human resources. They also facilitate alignment of the HR strategy with the business strategy. Students examine the power of analytics and an HR metrics dashboard. In addition, students investigate the role of human resource information systems (HRIS) and the importance of working with internal business partners from areas such as information technology, finance, and the executive team.

Prerequisites
- WMBA 6201

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

WMBA 6501 - Conflict Management and Negotiation♦

(3 sem. cr.)
Negotiation and conflict management are core responsibilities of human resource (HR) professionals and having the HR function as the conflict resolution facilitator is critical to employee/employer relationships. Taking a leadership role in facilitating conflict is critical to assuring employment law and regulatory compliance. In organizations with unionized workforces, the HR role in conflict resolution tactics may be constrained by collective bargaining agreements. Students in this course explore the challenges of conflict and dispute and work toward developing skills to identify different types of conflict solutions. Students engage in hands-on, practical exercises in negotiation and bargaining strategies as well as communication styles.

Prerequisites
- WMBA 6201

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

WMBA 6600 - U.S. Healthcare Delivery System

(3 sem. cr.)
Healthcare delivery is one of the largest industries in the United States. Students in this course are provided with the opportunity to gain thorough insight into the current structure and components of health services and delivery; they are also presented with an abbreviated history addressing the nature of population illness and disease. Students identify and describe components of the system, including patients, healthcare professionals, public and private third-party payers, regulators, reimbursement methods, and technology. They engage in activities and discussions focused on the continuum of services related to healthcare, such as hospitals and hospital systems, ambulatory care,
and long-term care. Students also explore issues related to these services, such as wellness, prevention, and community and public health, for a comprehensive understanding of the system. Students contextualize their study through the examination of current factors and challenges as well as the impact these challenges have on delivery and management.

WMBA 6601 - Managing First Things First

(3 sem. cr.)
Effective managers know how to identify, prioritize, and act upon the most important items of the myriad of tasks that can potentially distract them on any given day. Students will explore the qualities of effective managers and various management styles to identify those which resonate. Students will examine critical skills that are imperative to successful management including organizing and handling priorities; communicating effectively; motivating, empowering, and developing people; resolving issues and challenges; and managing oneself. Students will gain valuable skills and knowledge that they can apply immediately.

Prerequisites
- WMBA 6000

WMBA 6602 - Contemporary Topics in the U.S. Healthcare Delivery System♦

(3 sem. cr.)
Students in this course assess the causes and consequences of historical events on health and medical care in the United States. They appraise the impact of barriers related to cost, quality, and access to health and medical care. Students analyze unique and complex aspects of subsystems and differentiate vertical and horizontal integrated healthcare delivery systems. They compare characteristics of healthcare and medical care in the United States with healthcare and medical care systems in other countries. Students also evaluate current and future issues, trends, and forces in healthcare and medical care reform.

Prerequisites
- WMBA 6000

♦Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

WMBA 6603 - Health Policy and Economics

(3 sem. cr.)
Managers in healthcare must possess the skills needed to assess economic principles and policies to make important decisions regarding healthcare and services. In this course, students examine the application of health policy and economic principles in regard to
managerial decision making. They learn about the process for policy development and implementation, key stakeholders and interest groups involved in the health policy process, and how health policy changes over time within the United States. Students assess and discuss key policy initiatives related to cost, quality, and access. They also engage in assignments designed to advance their understanding of and ability to apply economic principles, such as supply, demand, and the determination of market price.

**WMBA 6604 - Law, Ethics, and Policy in Healthcare Administration**

(3 sem. cr.)
The rapidly evolving healthcare system presents the healthcare administrator with complex challenges and risks. Healthcare administrators must possess the skills needed to assess external and internal healthcare policies to influence organizational design and delivery of healthcare services. Students assess and discuss key policy initiatives from the diverse perspectives of policymakers, interest groups, and other stakeholders. Through coursework, students focus on required knowledge of laws and regulations developed by policymakers that impact the healthcare organizations, and they review key laws that govern patient care delivery, employee relations, contracts, and fraud. Emphasis will be placed on legal and regulatory failure points that administrators must avoid in designing and implementing policies and practices within the healthcare organization. To help frame these concepts, students examine the ethical underpinnings and principles that healthcare organizations and administrators follow in the delivery of services to patients.

**Prerequisites**
- WMBA 6000

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**WMBA 6605 - Finding Your Inner Leader**

(3 sem. cr.)
Being an effective, authentic, and trustworthy leader requires considerable self-awareness based on commitment to candid self-reflection and the wisdom to recognize how to best serve others through creating shared vision for a better future. In this course, students examine their values, experiences, skills, capabilities, preferences, and knowledge in context of their leadership aspirations. Students examine factors that affect their ability to influence and inspire others and create plans to strengthen these leadership skills. Students learn strategies to navigate in turbulent, changing environments that often pose difficult choices and discover how leaders rise to meet challenges and opportunities.

**Prerequisites**
- WMBA 6000
WMBA 6607 - Financial Management

(3 sem. cr.)
Students in this course are introduced to the terminology, theory, concepts, and techniques used in the accounting and finance functions in healthcare organizations. They explore the important role of finance in healthcare organizations, in addition to the various techniques to develop, manage, and control finances. Using an applied approach to healthcare finance, students learn how to develop, apply, and interpret various financial tools, including budgets, sources of revenue/reimbursement by payer, income statements, balance sheets, dashboards, statements of cash flow, pro formas, return on investment analysis, financial ratios, capital budgeting, debt service and borrowing, depreciation, and cost allocation and cost accounting techniques. Students develop portions of a business/financial plan using these techniques and analyze the viability of their plan using accepted financial management tools.

WMBA 6608 - Healthcare Financial Management and Economics

(3 sem. cr.)
In this course, students gain knowledge of economics principles such as cost, quality, and access as they relate to the healthcare world. The principles of healthcare financial management, including accounting and finance, are vitally important to the viability and ongoing operations of a healthcare business. Students have the opportunity to interpret and analyze the financial statements of a business, use and analyze financial ratios, utilize variance analysis, understand and implement operating and capital budgeting, and develop knowledge of the business planning process. Students create portions of a business/financial plan using these techniques and analyze the viability of their plan using accepted financial management tools.
Prerequisites
- WMBA 6000

(ID Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

WMBA 6610 - Talent Management

(3 sem. cr.)
One of the most important assets of an organization is its talent, in other words, its human capital. However, too often there is little planning or strategy applied to the creation and management of this huge asset. In this course, students have the opportunity to develop the skills and knowledge to create and work effectively within a talent management and planning process. They explore recruiting strategies within a human capital development context and focus on building specific skills in managing an organization's talent through position planning, talent selection and placement, and retention. Using industry best practices, students also engage in applications and group
projects to practice developing initiatives that align with organizational strategies.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

WMBA 6613 - Human Resource Metrics

(3 sem. cr.)
Understanding the specific value of the human resource (HR) capital of an organization is crucial. Metrics for HR management provide the tools for both measuring human capital value and for overseeing and managing an organization’s human resources. Students in this course explore HR metrics as tools for organizational and individual performance improvement. They work toward establishing a foundation for the effective deployment of performance metrics as part of the recruitment, training and development, and retention of human resources. Students learn which metrics to employ and how to manage the results — a pivotal responsibility of HR managers. Students in this course are provided with the tools to make informed decisions required to create, apply, interpret, and manage results of appropriate metrics as an HR professional.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

WMBA 6615 - Building Organizational Culture: Leaders as Architects

(3 sem. cr.)
Organizational leaders act as partners in shaping, and are shaped by, the organizational cultures they seek to influence. Students in this course learn to recognize the elements that make up an organization’s culture as well as ways to harness these for positive change and organizational success. They explore perspectives on how to make conceptual sense of the cultural landscape of organizations and examine the implications for leading and building effective communities at various levels of application. Students assess and discuss a variety of topics, such as tools of self-development, the reciprocal nature of leadership, and cultural components.

Prerequisites

- WMBA 6000

WMBA 6617 - Performance Management

(3 sem. cr.)
Performance management is a set of practices and processes that creates career opportunities to attract appropriate resources, establishes an environment that nurtures individual productivity and development, and smoothly transitions individuals to their next position or organization. Students in this course are provided with the opportunity to address these three key sets of processes. They practice writing job descriptions,
selecting the right employees, developing skill-based performance standards, effecting relevant onboarding programs, and implementing educational and training programs intended to drive the success of employees and the organization as a whole. They explore how to maximize employee productivity through structured feedback, coaching, reflective performance development conversations, effective compensation models, employee recognition programs, and career development paths. Students also examine ways to improve performance management systems by integrating feedback from the exit interviews of valued employees.

 Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

WMBA 6620 - Practices in Project Management♦

(3 sem. cr.)
Students in this course are introduced to the knowledge, skills, tools, and techniques needed to successfully manage projects throughout the life of a project, known as the project life cycle. By learning about the project management Knowledge Areas and Process Groups as well as the distinguishing characteristics of each, students gain an appreciation for how these two dimensions of project management interact in initiating, planning, executing, monitoring and controlling, and closing a project.

Prerequisites
- WMBA 6000

 Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

WMBA 6623 - Enterprise and Project Risk Management♦

(3 sem. cr.)
Project management involves an ongoing, and nearly inevitable, variation of risks to which managers must be attuned and ready to mitigate. In this course, students learn how to plan, analyze, respond to, and control qualitative and quantitative risk in projects. They examine the internal risks associated with managing projects and the external risks associated with customer behavior, the supply chain, transportation and distribution channels, and acts of nature within the framework of the organization’s overall risk strategy. Assessing real-world examples of project risks, students learn about strategies for working with project stakeholders to identify and respond to risk within defined ethical and legal standards.

Prerequisites
- WMBA 6000

 Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
WMBA 6627 - Stakeholder Management and Organizational Behavior

(3 sem. cr.)
One role of the project manager is to lead teams in complex and diverse organizational settings while concurrently communicating with all stakeholders. In this course, students analyze this dual role and examine how individual and group behavior impacts organizational effectiveness. They discover how using influence, rather than organizational power, leads to more successful project management. Students learn ways to design projects to support organizational goals and how to build and engage organizational capital (intellectual, human, physical, financial, and structural). They also apply stakeholder management practices to engage in and manage relationships with the community of project stakeholders.

Prerequisites
- WMBA 6000

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

WMBA 6633 - Personal Leadership: Mentoring and Coaching

(3 sem. cr.)
Mentoring requires an understanding and integration of many theories, including leadership, interaction, and communication, that support the development of effective leaders. Students in this course understand and apply skills of effective mentoring, such as active listening, learning, empowering, and enabling change. Students engage in practical exercises, such as using feedback to create interactive dialogue and asking questions to acquire a deeper understanding of mentoring and coaching processes. In consideration of modern and virtual environments, students explore the challenges of mentoring or coaching individuals in a virtual or team setting.

Prerequisites
- WMBA 6000

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

WMBA 6635 - Harnessing the Power of Data and Information

(3 sem. cr.)
Effectively using data and information can make the difference in whether the best decisions are made or problems are solved correctly. There are multiple approaches to practical managerial problem solving that are rooted in the systematic collection, analysis, and display of relevant data and information. In this course, students examine the importance of data, beginning with the process of transforming data into information, and then focusing on the best methods for presenting that information in
support of sound and ethical decision making. Students evaluate common misinterpretations or errors in working with data and determine how to detect data and information presented in a deceptive manner. Students explore current paradigms in data-based decision making and problem solving. They learn how they can use these analytical-thinking practices to improve their general managerial decision-making skills.

Prerequisites
- WMBA 6000

WMBA 6640 - Advanced Managerial Finance♦

(3 sem. cr.)
The focus of this course is on how students use financial information for internal decision-making purposes. It is designed for the leaders who will be using, rather than producing, financial information. Decision making is an art. Good decision makers need to be able to anticipate the alternatives, evaluate the advantages and disadvantages of each, and recognize the tradeoffs inherent in each alternative. Students in this course will approach financial decision making using this framework that also overtly includes rigorous stakeholder analysis and implications. Stakeholder analysis sometimes leads to controversial decision alternatives, but it is this exercise that will develop the students’ talents for challenging the traditional and finding the balance between stakeholder expectations and creating opportunity for the organization. The objective of this course is for students to apply finance theory and principles to the analysis of important business problems. Specific topics will include capital budgeting, cost of capital, real options, capital structure, payout policy, and enterprise valuation.

Prerequisites
- WMBA 6070

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

WMBA 6643 - Applications in Corporate Finance I♦

(3 sem. cr.)
Corporate finance managers use a variety of tools when identifying possible alternatives for recommendations on financial management decision making. Students in this course use the tools of finance to help managers maximize their firm's value. Topics include the time value of money, net present value, internal rate of return, capital budgeting, capital structure, working capital management, multinational concepts, and dividend policy.

Prerequisites
- WMBA 6070

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
WMBA 6647 - Applications in Corporate Finance II♦

(3 sem. cr.)
Students taking this course build on WMBA 6643 and focus more deeply on contemporary issues and optimal financial decision making. Students participate in hands-on demonstrations of how to become more skillful in various financial management environments. Topics include valuation, advanced capital budgeting, cost of capital, risk, standard deviation, variance, covariance, capital asset pricing model, and beta. Additional topics include multinational concepts, leasing, option pricing, derivatives, hedging, and other advanced financial applications.
Prerequisites
• WMBA 6070

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

WMBA 6650 - The Impact of Entrepreneurship♦

(3 sem. cr.)
In this course, students continue to build their entrepreneurial skills and knowledge base by addressing problems drawn from real-world organizations. Students analyze how the organization contributes to society (local, national, or international), how entrepreneurship and commercial activities affect the environment, and how the potential of forming "glocalities" (a combination of individuals, business organizations, and political agencies) becomes more significant in the future in terms of working in unison to better society.
Prerequisites
• WMBA 6000

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

WMBA 6653 - New Venture Creation and Entrepreneurship♦

(3 sem. cr.)
Students in this course focus on the emerging trend of business organizations moving from a profit-only mentality to one in which they utilize their profits and other resources to enhance society. Students explore entrepreneurial concepts and processes that apply to startup enterprises as well as those that are well established with an innovative focus or entrepreneurial spirit. Topics such as market opportunity, risk management, change management, innovation, product development, financing and raising capital, intellectual property, and commercialization are covered. Students apply these and related concepts to problems common to real-world organizations.
Prerequisites
WMBA 6000

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

WMBA 6657 - Managing a Sustainable Small Business♦

(3 sem. cr.)
Small businesses make up a large majority of all businesses in the United States. Students in this course are presented with the fundamentals of successfully establishing a sustainable small business enterprise. They address small business organization, operation, management, and sustainability. Business topics in the areas of planning, accounting, finance, and marketing are analyzed through the lens of the small business organization. Students analyze the unique relationships between government and small businesses. Topics include how to identify what determines the status of being a small business with local, state, and federal government agencies as well as how small businesses apply sustainable practices to be profitable. Students investigate the crucial role that technology plays in managing small business operations and evaluate popular software applications for efficiently managing those functions.

Prerequisites
- WMBA 6000

WMBA 6660 - Communicating Using Social and Digital Media♦

(3 sem. cr.)
While some companies may still be asking, "Why should we care about social media?," most are now asking, "How can we leverage the power of social media?" In this course, students examine how social media has changed the way consumers interact with brands and apply elements of storytelling to develop a social media strategy for an organizational scenario. In addition, students explore issues of ethics, privacy, and media law that are heightened by social media and digital communication distribution. Topics include types of social media, audience appropriateness, reputation management, social media strategy, evaluation methods, and the communications regulatory environment, including media law and privacy.

Prerequisites
- WMBA 6060

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
WMBA 6663 - Market Research and Customer Insights♦

(3 sem. cr.)
Understanding consumer behavior is essential for developing and effectively marketing products and services. In this course, students can learn how to use customer data and insights to improve strategic marketing decisions and improve performance. Students have the opportunity to analyze factors that influence buyer behavior during all stages of the purchasing process and to consider how learnings can be translated into product strategy and related marketing decisions. Additionally, students will study market segmentation and targeting practices as a key means of differentiation.

Prerequisites
- WMBA 6060

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

WMBA 6667 - From Marketing Strategy to Execution♦

(3 sem. cr.)
How can a marketing plan help a business meet its goals and objectives? How can a marketing plan help capitalize on consumer insights and trends? How can the latest innovations and communication strategies be used to reach the target audience? In this course, students will be immersed in all aspects of developing a comprehensive 3-year marketing plan that aligns with an organization’s business strategy and helps marketers make better decisions about their products, services, customers, brand, and competition. Students can learn to apply best practices for market segmentation, consumer insights, competitive analysis, brand positioning and strategy, and consumer acquisition and retention strategies, as well as developing tactical ideas for each strategy, and providing financial justification for the plan.

Prerequisites
- WMBA 6060

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

WMBA 6670 - Applications in Global Business♦

(3 sem. cr.)
A fundamental shift is occurring in today’s business environment as international borders become less of a barrier to trade and investment. Successful businesses recognize the importance of a global mindset and a strong understanding of the global forces affecting them. In this course, students will examine the forces and institutions that are shaping international trade and investment flows, explore the many options for "going global," and evaluate the complex challenges that organizations face when moving into new and
diverse cultural, political, business, and economic environments. Topics include: an overview of multinational institutions; alternative methods for entering global markets; the effects of regional integration on multinational businesses; risks faced by multinational organizations; supply chain and Research and Development (R&D) considerations; sustainability in a global environment; and financial management and ethics.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

WMBA 6673 - Case Studies in Global Business

(3 sem. cr.)
In this course, international business topics are explored in depth and in context through real-world case studies. Students analyze the success and failure of international business ventures across a wide range of industries, developing their analytical skills in the process.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

WMBA 6675 - Critical Thinking for Effective Management

(3 sem. cr.)
Managers encounter a variety of challenges on a daily basis, which require the ability to employ existing tools and strategies to strategically communicate with individuals and the organization at large and to understand the different types of attitudes and values of others. Individuals with these skills are most successful when their efforts are coupled with the ability to think critically and analytically. Students are provided with the opportunity to improve their overall critical-thinking and reasoning skills within a managerial context. Using relevant management articles, case studies, and current topics analyses, students sharpen their diagnostic-reading skills and learn to construct effective, ethical, evidence-based arguments, which are fundamental capabilities of effective managers. They also examine common fallacies in thinking and reasoning as well as the rhetorical use of language to formulate convincing and effective arguments.

Prerequisites
- WMBA 6000

WMBA 6677 - Competing in the Global Economy

(3 sem. cr.)
Over the last few decades, a fundamental shift in the world economy has been underway. No longer are national economic interests and business operations largely confined within well-defined geographic borders. Phenomena such as the explosion of the Internet, global sourcing, and the reduction in barriers to cross-border trade have
all contributed to the creation of a truly global economy. Students in this course focus on the global environment of business and explore how the international sociocultural, political, legal, economic, physical, and historical environments affect business practices and policies. Students will learn the skills and methodologies required for market analysis and business strategizing on a global scale. In particular, students identify the internal and external forces affecting an organization's ability to compete both domestically and globally.

**Prerequisites**

- WMBA 6000

- Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**WMBA 6681 - Decision-Making Tools for Today's Financial Professional**

*(3 sem. cr.)*

Today's effective finance professionals use a variety of financial management tools as they seek to evaluate alternatives and make sound financial recommendations. Students will gain practical experience of a financial professional's role by using financial modeling tools such as breakeven and cost-volume-profit analysis for model pricing and cost sensitivity, forecasting and cost prediction, variance cost analysis, relevant cost analysis, project valuation and prioritization using payback, rates of return, and discounted cash flow methods. Students' increased diagnostic critical-thinking skills will help them to construct effective, ethical, fact-based arguments, which are among the fundamental capabilities required for financial decision making. Using relevant management articles, case studies, and topic analyses, students also examine how to align business needs with fact-based solutions, how to identify new opportunities, and how to manage and enhance an organization's competitive position.

**Prerequisites**

- WMBA 6050

- Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**WMBA 6683 - Managerial Accounting for Organizational Performance**

*(3 sem. cr.)*

One of the primary functions of the accountant's role is preparing internal accounting information that can be used by management for effective decision making and organizational performance. Students can gain a practical perspective into this role through case study review and analysis of pricing and contribution margin analysis, cost management and allocation, activity-based costing and throughput accounting, and inventory management. Students assess performance measurements, including key
performance indicators, balanced scorecard, and forecasting. They explore operating and capital budgeting and financial planning techniques and become familiar with quantitative models and approaches used in management accounting. Through this course, students learn about the different departments and operating divisions within an organization and how they work individually and collaboratively to handle accounting responsibilities.

Prerequisites
- WMBA 6050

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

WMBA 6687 - Managing Operational and Financial Business Risks

(3 sem. cr.)
Accountants and business managers must be astute and proactive in managing a business to combat the inevitable threat of operational and financial risks, including those involving credit, market, liquidity, reputation, technology, and legality. In this course, students assess the tools used by accountants and managers in managing these risks. They explore the various processes used to identify, analyze, and assess risks, and they learn the appropriate use of financial and operational controls to mitigate such risks. Additionally, students examine ways to implement techniques, such as developing a risk control matrix and using the concepts of the Committee of Sponsoring Organizations of the Treadway Commission (COSO) framework to improve an organization’s enterprise risk management.

Prerequisites
- WMBA 6050

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

WMBA 6690 - Message Design, Audience, and Evaluation

(3 sem. cr.)
Using reputable sources lends credibility to a message. But how does a communication professional determine which supporting information is appropriate to help craft a message, gain audience insight, choose a communication channel, or evaluate the impact of a message? In this course, students examine research approaches that are common to the field of communication and appropriate for answering questions about audiences and evaluating messages. Topics include simple quantitative analysis and qualitative research approaches such as focus groups, interviewing, and surveys, as well as basic metrics such as cost of media, cost per sale, return on investment, and web analytics.

Students may take this as a non-degree course, which means they do not have to be enrolled in a
WMBA 6693 - Interpersonal Communication♦

(3 sem. cr.)
The ability to communicate with others influences success in both professional and personal settings. As communities and places of work become increasingly diverse, the intersections of interpersonal and intercultural communication also increase, and communicators need to be aware that the cultural diversity of their audiences should affect the way they convey information. Students in this course examine interpersonal and intercultural intersections and study the influence of cultural diversity on interpersonal communication. By examining theory, students develop an approach to practice and hone individual strategies for communicating successfully in diverse interpersonal situations. Topics include interpersonal communication theory, intercultural communication theory, individual communication competence, nonverbal channels, person perception, conflict resolution, and listening and communication barriers.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

WMBA 6695 - Communication for Leaders and Managers♦

(3 sem. cr.)
Effective communication is frequently cited as one of the most important factors in managerial and organizational success—as well as one of the areas of greatest dissatisfaction. In this course, students take a close look at the components of effective communication and hone strategies for communication success. They explore how self-perception and perception of others affect communication and will develop skills for communicating more effectively with diverse audiences. Topics include the communication process, interpersonal communication, self-awareness in communication, communication channels and mediums, and communicating across and beyond the organization.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

WMBA 6697 - Creative Strategy and Execution: From Brief to Presentation♦

(3 sem. cr.)
Students in this course leverage a wide range of knowledge and skills to conceive and execute a global communications campaign that uses traditional and digital media. Students have the opportunity to develop and review a creative or innovative brief grounded in concepts of integrated marketing communication. Students generate solutions for that brief across the phases of the creative process, present and defend
solutions, and evaluate solutions using metrics. Topics include the creative process, integrated marketing communication, selecting appropriate channels, pitching and selling ideas, and evaluation metrics.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**WMBA 6698 - Public Relations Concepts and Strategy**

(3 sem. cr.)
To successfully build and manage the relationship between an organization and the public in today's increasingly global community, a strategic communications plan requires the use of both traditional and new technology. Students in this course explore, from a global perspective, the needs of various public relations stakeholders, including the customer, the press, and the investor. Topics include how to change behaviors, advocate for causes, design messages for specific audiences, select appropriate communication channels, and evaluate results of public relations campaigns. Students also consider the potential legal and ethical aspects of the practice of public relations.

**WMBA 6880 - Social Entrepreneurship and Innovation: A Global Perspective**

(3 sem. cr.)
Social entrepreneurs are gaining international attention motivated by the desire for change and to see the world as it can be, not as it is. Students in the course will learn how social entrepreneurs have developed creative solutions to address social problems. The intention of the course is to develop knowledge, appreciate of the role of social entrepreneurs who create social change, deepen students' understanding of the world around them, and to inspire them to use their skills and knowledge to be, as Gandhi said, "the change you wish to see in the world."
Students in this course will gain knowledge about social entrepreneurs and how they are creating solutions to address societal problems, learn how to develop creative solutions to address social problems, and empower students to see social entrepreneurship as a force for social change. The course is designed for those who want to gain valuable tools to prepare them to make an impact on the lives of others. This course will be housed in the School of Public Policy and Administration for future upgrades and course maintenance.

**WMBA 6881 - Grant Writing**

(3 sem. cr.)
Grant writing is the method by which external funding can be secured by educational institutions, community organizations, and nonprofit agencies to provide services to the community. In this course, students will understand processes and gain basic skills needed for successful grant writing. These processes and skills consist of developing a project idea, identifying a funding agency, writing a compelling needs statement with
goals and measurable objectives, developing a budget, collaborating with other people, submitting the grant application, understanding the grant review process, responding to the review, and managing the grant award. Course assignments allow students to apply and practice grant writing skills by developing a grant proposal based on an actual Request for Proposal (RFP).

WMBA 6882 - Initiating and Managing Change

(3 sem. cr.)
Today’s business environment is constantly evolving to accommodate changes in economy, leadership, new regulations, and internal reduction and growth. Organizations require leaders who know how to work through barriers to effect positive and efficient organizational change. Students in this course learn about situations that constitute and require such change. They engage in a variety of assignments through which they explore effective strategies for initiating change and anchoring change into corporate culture to achieve organizational goals as well as for managing unplanned or unwelcome change. Students explore a variety of approaches and methods to transition individuals and organizations within evolving environments. They distinguish between reactive responses and proactive responses to change and examine the implications of culture, inertia, and uncertainty. Additionally, students explore the importance of understanding motivation and effective communication in mitigating negative reactions to change and facilitating the change process itself.

WMBA 6883 - New and Emerging Technologies

(3 sem. cr.)
Through this course, education professionals consider the future of teaching and learning, discover promising trends in technology, and investigate opportunities to become leaders in the field of technology and learning. They consider how to address school-wide challenges, such as limited resources and resistance to change, and they explore skills and strategies, such as grant writing and leading change. Additionally, they complete a capstone project that demonstrates their ability and willingness to become advocates and change agents who use technology to address challenges and create opportunities within the field of education.

WMBA 6884 - Issues and Trends in the Early Childhood Field

(3 sem. cr.)
Leaders in the early childhood field must have in-depth understanding of the critical issues and trends affecting young children, their families, and the field. Education professionals in this course explore changing demographics; political and economic influence on programmatic funding streams; current debates related to school success, effective assessment and the achievement gap; and brain research influence on early development, care, and education from a historical and current perspective. Sharing
perspectives and making connections with the professional world, educational professionals post blogs to establish contacts with early childhood professionals; reach out to international contacts in the field to gain an understanding of poverty issues in different regions, issues related to excellence at the forefront of professional discussions, and insight on further development opportunities; and share web resources, such as websites and e-newsletters.

**WMBA 6990 - Capstone: Sustainable Business Practices and Strategies**

(3 sem. cr.)
The purpose of the capstone course is to integrate the knowledge and concepts students have gained through the MBA program. Students will practice their skills and employ their knowledge by evaluating business strategies capable of achieving sustainable competitive advantage. Students in this course will be required to identify and address challenges and opportunities found in today's complex and often uncertain business environment. Students complete their transformational journey through the program by reflecting on their learning and will consider the next phase of their career development. The aim of the course is to improve the students' ability to manage in an environment requiring both strategic and operational knowledge.

**Prerequisites**
- All required core and concentration courses

**WMBA 6990A - Capstone: Sustainable Business Practices and Strategies**

(3 sem. cr.)
The purpose of the capstone course is to integrate the knowledge and concepts students have gained through the MBA program. Students will practice their skills and employ their knowledge by evaluating business strategies capable of achieving sustainable competitive advantage. Students in this course will be required to identify and address challenges and opportunities found in today's complex and often uncertain business environment. Students complete their transformational journey through the program by reflecting on their learning and will consider the next phase of their career development. The aim of the course is to improve the students' ability to manage in an environment requiring both strategic and operational knowledge.

**Prerequisites**
- All required core and concentration courses/competencies

**Note:** This course is only available as part of specific competency-based Tempo Learning® programs.

**WSRO 1002D - Doctoral Student Readiness Orientation**
The Doctoral Student Readiness Orientation (SRO) is a self-paced course that includes resources on time management and conducting research. In the orientation's practice environment, doctoral students will follow a student avatar through exploring doctoral coursework, learning about participating in residencies, and becoming an independent scholar-practitioner. Students will take a quiz that measures their understanding of the material in the SRO. Students will have access to this orientation course in their Walden portal for 1 year after enrollment so that they can refer to its resources as needed.

**WSRO 1002M - Master's Student Readiness Orientation**

The Master's Student Readiness Orientation (SRO) is a self-paced course that includes a tour of the online classroom. In the orientation's practice environment, master's students will follow a student avatar through creating a discussion post and working on an assignment. Students will take a quiz that measures their understanding of the material in the SRO. Students will have access to this orientation course in their Walden portal for 1 year after enrollment so that they can refer to its resources as needed.

**WSRO 1002U - Undergraduate Student Readiness Orientation**

The Undergraduate Student Readiness Orientation (SRO) is a self-paced course that includes a tour of the online classroom. In the orientation's practice environment, undergraduate students will follow a student avatar through creating a discussion post and working on an assignment. Students will take a quiz that measures their understanding of the material in the SRO. Students will have access to this orientation course in their Walden portal for 1 year after enrollment so that they can refer to its resources as needed.

**WWOW 1000D - Doctoral Walden Orientation and Welcome**

In the orientation's practice environment, doctoral students explore classroom navigation and assignment submission, time management and study skills, Walden's network of support resources, specific information about resources for doctoral students, and many other topics. Students take Pulse Check and Post-Check assessments that help them identify areas they would like to learn more about. Students have access to this orientation course in their Walden portal for 180 days after enrollment so that they can refer to its resources as needed.

**WWOW 1000M - Graduate Walden Orientation and Welcome**

In the orientation's practice environment, students explore classroom navigation and
assignment submission, time management and study skills, Walden's network of support resources, and many other topics. Students take Pulse Check and Post-Check assessments that help them identify areas they would like to learn more about. Students have access to this orientation course in their Walden portal for 180 days after enrollment so that they can refer to its resources as needed.

**WWOW 1000U - Undergraduate Walden Orientation and Welcome**

(0 cr.)
In the orientation's practice environment, students explore classroom navigation and assignment submission, time management and study skills, Walden's network of support resources, and many other topics. Students take Pulse Check and Post-Check assessments that help them identify areas they would like to learn more about. Students have access to this orientation course in their Walden portal for 180 days after enrollment so that they can refer to its resources as needed.

**WWOW 1003D - PhD Counseling Walden Orientation and Welcome**

(0 cr.)
In the orientation's practice environment, PhD in Counselor Education and Supervision students explore classroom navigation and assignment submission, time management and study skills, Walden's network of support resources, specific information about resources for doctoral students, and many other topics. Students take Pulse Check and Post-Check assessments that help them identify areas they would like to learn more about. Students have access to this orientation course in their Walden portal for 180 days after enrollment so that they can refer to its resources as needed.

**WWOW 1003M - MS Counseling Walden Orientation and Welcome**

(0 cr.)
In the orientation's practice environment, master's level counseling students explore classroom navigation and assignment submission, time management and study skills, Walden's network of support resources, and many other topics. Students take Pulse Check and Post-Check assessments that help them identify areas they would like to learn more about. Students have access to this orientation course in their Walden portal for 180 days after enrollment so that they can refer to its resources as needed.